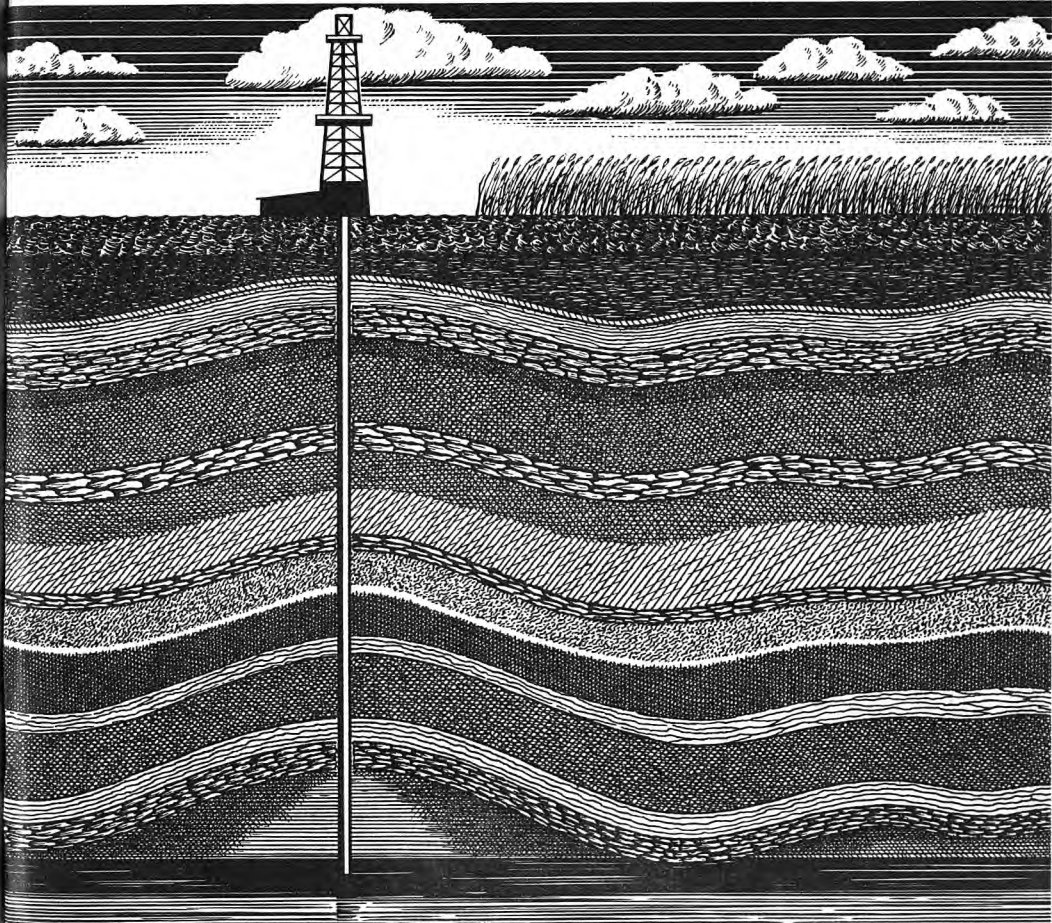


# THE **ATA** MAGAZINE



A Mile Below The Wheat

Drawing by Pazder, Edmonton  
Adapted from Original by Imperial Oil

JANUARY 1950



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### THIS MONTH'S COVER

Through the courtesy of Imperial Oil Limited we are able to show a picture depicting the source of much of Alberta's new found wealth—"A Mile Below The Wheat." Just how the provincial government is making use of its immense income from oil and gas, and how it is dealing with the resulting economic problems, is described by Basil Dean of **Saturday Night** in an article which appears on page 6 of this issue.

Teachers, and all people interested in the progress of education in Alberta, feel that the schools should share in the vast profits being derived at present from oil production. The only way to do this is to convince the legislature that it is essential that more money be spent on education. We feel, therefore, that all teachers should become as well versed as possible in the Alberta oil picture in order to be capable of presenting arguments to their M.L.A.'s, which will convince them of the needs of education.

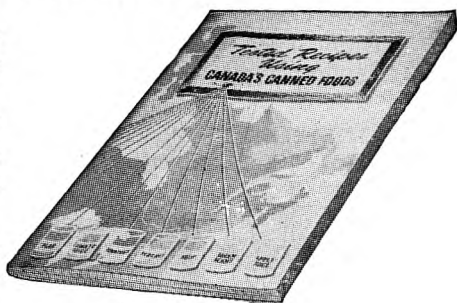
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# THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

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January 1950

Number 5

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# Editorial . . . .

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## EXAMINATION EDUCATION, 1949 PROVINCE OF ALBERTA

*Question: How have the costs of elementary and secondary education increased during the past ten years?*

Answer: In 1938, \$12,000,000 was spent on schools. In 1948, \$20,000,000 (estimated).

*Question: What factors caused this increase in costs?*

Answer: There are more children going to school, especially in the cities. There are more centres in rural areas. There are more van routes. There are more dormitories. There have been many new schools built. Numerous improvements in education have been made in most school systems. Salaries are higher. Building costs are higher. Everything costs more.

*Question: Is part of this increase due to the decreases in the purchasing power of the dollar?*

Answer: Yes, most of it. When the present expense figures are adjusted by any price indices the net gains are comparatively small. In many cases, salaries, especially the higher ones, are actually lower today than in 1938.

*Question: Are the costs of education a heavier burden on our economy today than they were 10 years ago?*

Answer: Some people have that impression. But all incomes, provincial, municipal, and personal have risen sharply in the last ten years. Although we are supporting education at a somewhat higher level than ten years ago we are actually spending a smaller percentage of our income for this purpose. In 1938 over 3% of the total income of the people in Canada was spent on schools, in 1948 slightly over 2%. In 1938 Alberta voted 7% of its income for schools, in 1949 Alberta voted 10% of its income for schools. (In 1950, it will probably be less than 10%).

*Question: What is the most important factor affecting the quality of education?*

Answer: The quality of education in any province cannot rise above the character and ability of those who teach. That means that improved education may be expected only through finding ways of assuring an adequate supply of well-qualified teachers.

*Question: What is the situation now in regard to the supply and training of teachers?*

Answer: The shortage is serious but no one wants to face the

facts. Offering so-called bursaries of \$300 to \$400 for one year of training will never solve the shortage. A depression might but who wants a depression? Qualifications are improving due to the allowances in salary made for additional training. The new system of certification will help.

*Question: Is there much variation in salaries paid to teachers in various parts of Alberta?*

Answer: Yes. A teacher with one year of training and no experience will be paid from \$1,350 to \$1,900, and with the maximum experience from \$2,100 to \$3,200, depending on where he teaches. A teacher with a degree and no experience and teaching high school, from \$2,000 to \$2,650, and with maximum experience from \$2,700 to \$4,000.

*Question: What schools suffer the most?*

Answer: The rural one-room schools. That is where the shortage of teachers is. That is where the poorly trained teachers are employed.

*Question: What is the turnover of teachers annually?*

Answer: Over a twenty-year period it has averaged 10%. That means Alberta needs 600 new teachers every year.

*Question: What factors besides salaries seem to affect the supply of teachers?*

Answer: Tenure of teachers, including dismissals and transfers. People will not take jobs where they are subject to the whims either of individuals or of groups that have the power to act in their sole discretion and from whose decision there is no appeal. Also pensions. Our better pension plan will keep teachers in the profession, although it is doubtful if it will attract many. The size of the classrooms has driven many out of teaching. Overloading the teachers with extra-curricular work drives others out of teaching. The quality of educational leadership is also a vital factor in the shortage of teachers. In Alberta, there has always been too much direction and control by the Department of Education, by superintendents, and by school boards. Teachers have never been taken into full partnership, and only in rare cases have they been given even a junior partnership in the business of education.

*Please read the copy of the report presented by Dr. Clarence Sansom to the Royal Commission on National Development in Arts, Letters, and Sciences [headed by Hon. Vincent Massey], when the Commission sat in Calgary in November, 1949. The report begins on page 31 of this issue.*

# Oil and Gas Mean Wealth for Alberta

BASIL DEAN

Reprinted my permission of *Saturday Night*

**A**LBERTA is on the way up. On that, just everybody is agreed—especially the people of Alberta. What seems to be in some doubt, however, is how far and fast the province can pursue its upward course and, indeed, in which direction “up” lies.

The oil which was discovered at Leduc in February, 1947, started a revolution in the province's economy. It, and subsequent discoveries in adjacent fields, add up to an estimated potential of 1,000,000,000 (one billion) barrels, and foreshadow a possible ultimate recovery of perhaps 5,000,000,000 barrels. No other single oil discovery in North America in recent years has been as big.

The immediate beneficiary has been the Provincial Government, which this year will collect about \$20,000,000 from the sale of Crown lands to exploration companies and from royalties on recovered oil. That \$20,000,000 is about one-third of the total Provincial budget, and in times of rising administrative costs it has saved Premier Ernest Manning and his Social Credit followers from the necessity of considering such unpleasant measures as a general sales tax or similar ways of raising provincial revenue. As such things go in 1949, Alberta is a low-tax area.

## Pouring In

But Alberta hasn't quite got used to the idea of money pouring in in this fashion. (It isn't very long since the province had to default on its bonds.) For the time being, the Provincial Government is dealing with these additions to its revenue by pretending that they don't exist; by budgeting for much lower incomes and then, when the Provincial Treasury closes its books for the year several

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Will the schools share in this wealth? Only if the legislature can be convinced that more money must be spent on education.

---

million dollars to the good, expressing innocent surprise and pleasure.

The oil companies themselves, meanwhile, are caught in a different kind of dilemma. At the moment, they have more oil than they know what to do with; more oil, that is, than can be sold in the accessible markets. Generally speaking, Alberta oil can be sold nowhere except on the prairies. Vancouver gets its oil by tanker. Eastern Canada depends on American fields closer at hand. Alberta oil development has to surmount a serious problem of transportation.

In the absence of pipe-lines, oil leaves the Alberta fields by rail, which, for anything beyond a few hundred miles, is prohibitively expensive. In its own bailiwick, any oilfield can depend on a safe market; but when it tries to reach markets farther away, it runs into a double disadvantage. Its own transportation costs rise sharply, and where it is reaching into territory already covered by other fields, the costs of its competitors grow less and less the nearer the markets are to those fields. There comes a point where it is impossible to compete.

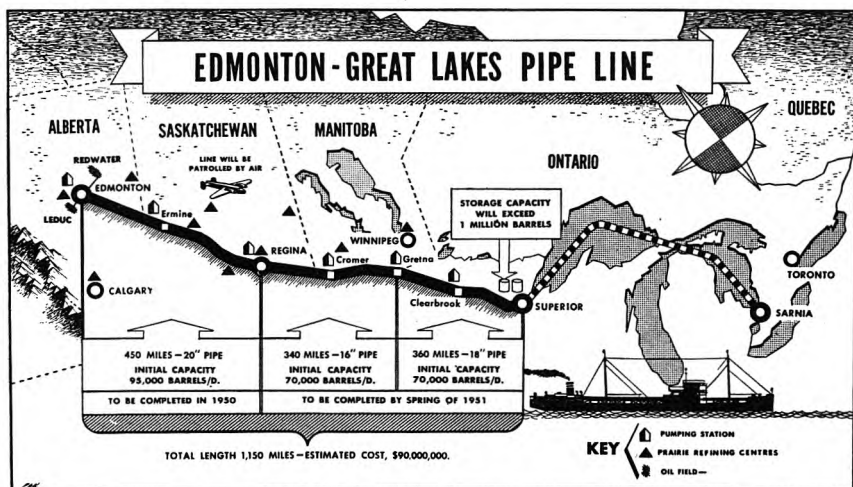
The partial cure for this is to build pipe-lines; and pipe-lines are indeed being built. One is already under construction to Regina, where there are good refinery facilities, and Ottawa has just given the go-ahead for an extension of this line to Superior, Wisconsin, thus providing a pipe-line connection to the

Great Lakes. Even so, nobody expects Alberta oil to be sold in quantity in Eastern Canada so long as it has to compete on even terms with oil from American fields which are closer to the market.

The only solution that seems to make any economic sense at all is that Alberta oil should be marketed *on both sides of the border* within the area where it could compete favorably with oil from other fields. In this way, the sale of Canadian oil for American dollars would parti-

ally offset—and ultimately, more than offset—our dollar outlay for American oil imports.

But will the U.S. consent to such an arrangement? Exploration has been extensive south of the border, too: some experts think that the U.S. has a surplus producing capacity, just as it had before the war. There may be strong opposition to large-scale imports of Canadian oil—especially since within five years Alberta expects to be producing more than the normal Canadian demand.



Imperial Oil Limited

## EDMONTON-GREAT LAKES PIPE-LINE

The route of the Interprovincial Pipe-line Company's 1,150-mile line from Edmonton to the Great Lakes is shown above along with size, capacity, and other details. The company was sponsored by Imperial Oil. Total cost will be \$90,000,000. Over the rocky, broken route to the Canadian lakehead, which is 120 miles longer, the cost would have been at least an additional \$10,000,000 plus about \$400,000 extra each year in carrying charges. Officials state this is prohibitive. The line to Superior takes the most direct route possible avoiding towns and other pipe-line obstacles, thus providing the

low-cost transportation necessary to bring western oil into eastern markets. It will aid the U.S. exchange situation by an estimated \$30 millions a year by displacing foreign supplies. Merely to fill the line will take 1,838,000 barrels—64,330,000 gallons—and it will take 26 days for a barrel of oil to move from Edmonton to the terminus at Superior, Wisconsin. Here storage will be built to permit winter accumulation of oil. During the seven-month open season oil will be picked up by tanker for southwestern Ontario refineries. First oil should reach Regina in the fall of 1950 and movement to Superior is planned by early in 1951.



Mixed up with Alberta's oil resources are immense reserves of natural gas. The province has coasted happily on the comfort of these gas reserves for decades: it still costs no more than about \$10 to heat the average home in Calgary for the month of February, and less for other months. Gas with a heating capacity of 1,000,000 British thermal units per 1,000 cubic feet sells, for domestic use, at about 30 cents per 1,000 cubic feet—the equivalent of coal at \$4.00 a ton.

The province used 37,000,000,000 cubic feet of gas last year and withdrew altogether from the fields—including gas wasted, or used for repressuring, during the recovery of oil—between 50 and 60 billion cubic feet. The best estimate of known reserves is 4,261 billion cubic feet, or at least 80 years' supply: and the potential is probably six or seven times that amount.

The question is whether these reserves constitute a disposable surplus which can be put to other uses; and, if so, to what uses it can be put. Several private interests are anxious to build pipe-lines and export some of this gas elsewhere—to the rest of the prairies, as far east as Winnipeg, to Vancouver and to such American cities as Spokane and Seattle. Present projects would require about 80,000,000,000 cubic

feet a year.

There are two catches in this. One is the problem whether Alberta can afford, in its own interest, to let so much gas leave the province; the other is the probable effect of a third great natural resource, Alberta coal. For the time being, the Provincial Government is being cautious; it says that known reserves are not big enough to justify export, and has refused the necessary permission.

There has been a good deal of criticism of this decision. The exploration interests point out that fields at present developed are more than enough to supply existing demand within the province, and that nobody is going to spend money looking for gas unless he is sure of finding a market for it. Therefore, they say, the province's decision has had the effect of restricting exploration at a time when circumstances demand as much exploration as possible.

On the other hand, there is a body of opinion which considers that the proper way to exploit the gas resources, however big they are, is to induce industry to come to Alberta and use them on the spot. Such proposals, however, run into the difficulty of high freight costs and the difficulty of reaching the concentrated consumer markets, and no great industrial invasion of Alberta is in sight yet.

"Proven (Canadian) reserves stand today at one billion barrels. And as for the potential—it is believed that the surface has scarcely been scratched. Some idea of its scope may be gleaned from the significant fact that the promising territory is larger than that of the United States' five leading oil producing states—Texas, Oklahoma, Louisiana, California and Kansas—combined. Ultimate discoveries from this vast area will probably exceed 10 billion barrels."

—The Lamp, Journal of Standard Oil, New Jersey.

"New discoveries of petroleum and natural gas in Alberta promise to make the province the equal of Texas as a source of these products."

—Rt. Hon. C. D. Howe, Minister of Trade and Commerce.

# New Year's Greetings Alberta Teachers' Association

A Happy New Year to each and every teacher in our great and growing province!

I trust that you can look back upon your work of 1949 with satisfaction and pride for a job well done, and that you can look forward to the challenge of 1950 with courage and optimism. I sincerely hope that your efforts in the coming year will continue to bring you increasing recognition and reward.

Each year as it passes marks some step forward, but also reveals much left to be done.

In our country we are fortunate that we can enter the New Year with a spirit of thankfulness that "Peace on Earth, Goodwill Towards Men" can still be uppermost in our thoughts for 1950.



IVAN CASEY

## Voting List for Election Executive Council Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1950, will appear in the February issue of *The A.T.A. Magazine*. Teachers are asked to check this list carefully to see whether or not their names **are** included; and, if they are not, to notify the Head Office **immediately**.

This list is being published to give each teacher a chance to see that his, or her, name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**

# What Should Teachers Know About School Finance?

EDGAR L. MORPHET

University of California at Berkeley

**By mastering basic concepts of school finance teachers may become partners with administrators, school boards, and lay citizens in solving problems of school support.**

**M**ANY teachers think school finance is pretty dull and dry—something to be left to administrators. After all, aren't teachers hired to teach? Why should they be concerned with school finance?

First, school finance is not as dull and dry as many teachers think. It is woven into the entire economic life of community, state, and nation. It is related to the financial success or failure of every parent and taxpayer in the community. It is affected by the morals, the politics, the avarice, the hopes of all the people—by all the tangibles and intangibles in community life.

To an extent, the school financial situation is a product of the classroom itself, since it is affected by what every teacher teaches or does not teach. The school financial program a few years from now will be influenced by the way children today are learning to react to the various issues of American life.

Second, teachers need to know the major facts and understand the basic issues of school finance because finance affects so directly the conditions under which they work. Without enough money for the school program, teachers cannot do a satisfactory job. The salaries may be too low to attract a staff of competent co-workers; the building may be obsolete or otherwise inadequate for

good teaching; the equipment may be unsatisfactory and the supplies too limited; or the funds may be so meagre that the citizens feel that they are unable to pay for competent leadership. Even when enough money is available, the schools may still be handicapped by unwise spending of



these funds.

Third, teachers, need to understand the major school finance problems to discuss them intelligently and to help lay citizens understand them. Unless both teachers and other citizens comprehend the issues involved, they are not in a position to aid in assuring needed support for the schools or in encouraging greater economy and efficiency. The school administrator alone should not have to assume this burden. Teachers are in an excellent position to help.

To the average citizen seeking information about schools (and many citizens really know far too little about their schools), nothing is more disturbing than to find teachers ignorant of the problems, or prejudiced because of misinformation.

Furthermore, nothing is likely to handicap the school program more than teachers who are opposing the administration, or than an administration which has no confidence in the teachers and does not seek their assistance.

#### **Some Basic Concepts**

What, then, are some things teachers should know about school finance in order to help solve the **educational problems** of community, state, and nation? A few of the basic concepts are listed below.

1. Education is only one of many phases of government that must be adequately supported if our democratic civilization is to function satisfactorily. Teachers should understand that education is not to be considered in competition with other functions of government, trying to get all possible funds regardless of the effect on other phases of government, but that each phase of government, including education, must be adequately supported.

2. Waste, graft, or inefficiency in any phase of government affects the willingness and ability of citizens to support a good educational program. Everyone's tax burden has increased considerably during recent years. As a result, citizens are likely to be greatly concerned with the way their tax dollars are spent. If part of the tax dollar goes to pay political officeholders who are rendering little service, or to provide for any unnecessary phase of government, that part may represent the difference between mediocre and adequate support for schools. All those engaged in educational work, therefore, have an obligation to be concerned with all phases of government, and to help in assuring economic and efficient operation of every phase.

3. Traditionally, education in America has been considered a special function of government that should be organized and administered so that the people may decide educational

issues separately from others. In some states and communities, the organization is such that this objective cannot be realized. In some communities, the school budget is a part of the general budget, and all school financial affairs are subject to approval of civil or other local governmental agencies. The people may not be able to determine whether their taxes are going largely for school support or for other purposes. They may have no opportunity to consider school needs on their merits. No matter how economically the schools may be operated, they are likely to suffer from inefficiency in other phases of government.

4. The school board is the body generally selected by the people of the community to determine school policies, and the superintendent is selected to serve as administrator and executive of the board. If the board is so limited by state laws or regulations that it cannot finance schools well, it should be helped to attain more freedom rather than be criticized for its inability to solve problems. If the board has adequate leeway but is too conservative in its policies, again it may need help rather than criticism. By and large,

#### **ABOUT THE AUTHOR**

Dr. Morphet has been in the U.S. Office of Education since January 1 of last year. As former school administrator and finance specialist in the Alabama and Florida state education departments, he has had wide experience in this field. He served recently as associate director of the Council of State Governments study, The Forty-eight State School Systems, and as Chief of Finance, U.S. Office of Education, Federal Security Agency.



capped. Teacher groups should be interested in adequate salaries, but they should be even more interested in an adequate budget that will provide satisfactorily for all phases of salaries.

7. A good system of state and local financial support is essential for a satisfactory educational program. Many communities in every state need considerable state aid if they are to provide even minimum essentials in education. All teachers, even those in the most wealthy communities, should be interested in helping to develop a state plan that assures satisfactory support for all properly organized school systems, rather than one that provides liberal support for the wealthy areas with little regard for schools in less favored communities.

Many state plans of financial support have become obsolete and inequitable. States may still distribute money on an unsound basis such as the school census, or may provide liberally for certain phases of the program, while totally neglecting others. **A good state program of support is a balanced program that provides funds in accordance with needs for all essential phases of the school program and for all properly organized school systems.**

8. Federal support for schools is essential and can be provided without undesirable federal controls. Some states have nearly five times the ability to support education as others. In general, the least wealthy states are making the greatest effort to support their schools, yet still have many schools that are totally inadequate. The entire nation is handicapped by the thousands of citizens who have had unsatisfactory educational opportunities.

At various times in the past the nation has provided either lands or funds for schools without imposing undesirable controls. When federal funds are provided, the law should

problems of school finance cannot be solved by competition between teachers on the one hand and superintendent and board on the other. They can best be solved by finding common ground for cooperation.

5. Economy and efficiency are essential in education. In many states a fairly large portion of the taxpayers' dollar still goes to support small, expensive schools and school districts which cannot be justified. Too many school systems are still so organized that competent leadership is largely an accident, that school supplies are bought at retail prices, or that there are too many inefficient teachers. Conditions such as these in any community prevent even good teachers from doing a satisfactory job, and such situations in a state affect the ability and willingness of the people to provide adequate financial support for their schools.

6. The school budget in every community must constitute a well-developed and balanced plan for financing the educational program. While adequate salaries for teachers are essential, other phases of the program are important, too. If too large a portion of the budget goes for salaries, other educational needs may be neglected. On the other hand, if salaries are kept too low in order to provide buildings or to carry out functions urged by special groups, the entire program will be handi-

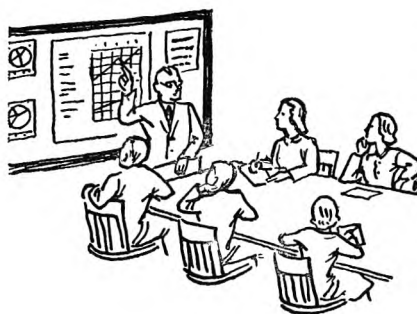


establish an objective plan of apportionment; necessary minimum standards for accounting, reporting, and use of the funds; and should guarantee that no other requirements are to be imposed by any federal agency.

#### Some Steps To Take

How can teachers be in a position to understand these and other basic issues of school finance, to know the facts, and be able to help solve the problems?

First, all teachers need to study the plan of organization, administration, and support of their state and local school systems. They should



keep informed on significant developments relating to school finance and organization. They can use this information to assist in solving the problems and to help all citizens become better prepared to support the development of a satisfactory school program. In other words, **teachers**

**have an obligation to become literate in school finance.**

Teachers would find it helpful to participate in group study of school finance and related problems. They should discuss the financial implications of all proposals, obtaining enough facts to be practical and helpful. Teachers should assure their superintendents that they are interested in finance problems, not for selfish reasons but so that they can help him and the board develop the best possible school program.

Teachers might ask colleges and schools of education to include units on school finance in their courses. They should ask writers for articles to help teachers understand basic problems. Teachers who are familiar with practical problems of school finance should prepare materials helpful to other teachers.

**School finance cannot solve all the problems of education, but many of these problems cannot be solved unless adequate financial support is provided.** Problems of local, state, and federal financial support are inter-related; no community or state can stand in isolation from what is happening in other communities and states. Many problems of adequate financial support have yet to be solved. They can be solved only if enough teachers and lay citizens understand sufficiently the basic facts and issues to give intelligent and enthusiastic cooperation and support.

We can pass laws to our heart's content, but we cannot legislate attitudes and human understandings. Yet these are the things which spell the success or failure of human enterprise. It is the function of school boards, teachers, and the general public to raise themselves above the letter of the law and strive for an educational goal beyond the powers of legislation.

—Robert M. Cole, *Your School Board's Job*, Illinois Education.

# Experiments in Composition

FRED G. WALCOTT

Reprinted from University of Michigan *School of Education Bulletin*

THE old standard method of teaching composition required the reading of the finished themes by the teacher. Errors were usually indicated and pupils were required to submit corrected papers. Under the greatly increased pupil-load, such a burden has become unbearable, and by and large the beneficial practice of written expression has been replaced by formal substitutes—such as the study of grammar and the drill workbook on the mechanics.

## Develop Laboratory Technique

This trend is deplorable. Learning to write involves the direct and voluminous practice of writing. Our problem is to reestablish the old volume of practice while reducing the drudgery of the teacher. Research suggests much that was wrong with the old method; for example, teacher-correction of pupil-composition has been unfruitful of itself. The function of proofreading, of revision, of the careful checking of sentences for clarity and economy of thought belongs to the writer—not to a convenient expert who, presumably, doesn't need the discipline as much. My own observations of this practice are more than discouraging. Pupils will take a chance on spelling, knowing that the teacher will catch the error if a guess proves bad. The whole performance of correction is usually perfunctory, and if the teacher insists on perfection, the papers will be returned again and again, with new errors superseding the old.

The remedy must lie in the development of a laboratory technique, involving the original effort of the pupils, with the teacher giving consultative help at the moment of the pupil's perplexity. Better still, the pupils themselves should be drawn

Fred G. Walcott, assistant professor of English and Education, University of Michigan, reports that pupils should be drawn into cooperative, critical, and consultative work with their English teachers.

into cooperative, critical, and consultative work, with the teacher acting as a final authority.

## Pupils Too Dependent

With these objectives in mind, I began experimenting with a class of high-school seniors. They were asked to correct the themes of their classmates, working in groups of four or five. My first observation was that they didn't know which correction symbols to use, though they had been using a correction guide for five years. The second was that they were singularly incapable of discovering many of the errors.

A revision of the group organization suggested itself. It seemed advisable to have the writer of the theme present in the reviewing committee, so that he might witness the observations of his fellows, inform them of his intended meanings, and protest any of the suggested corrections. So that all in a group might have their eyes at once on the manuscript being reviewed, the groups were reduced to three members each. Also, demonstrations of two or three common errors were set up each time, the pupils being advised to look for these specific things together with any others they might discover.

The first reactions were unfavorable. The pupils protested their inability to do the work and clearly wished to depend on the teacher. I explained my objectives and pointed to their inability as evidence of ineffectual learning under the old sys-

tem. At first I agreed to reread the themes and to indicate errors I discovered with a different-colored pencil. This encouraged them to do superficial work and to disregard the corrections of their classmates. Perceiving this blunder, I pointed out the result and insisted that henceforth I would play the role merely of a consultant and critical observer of their work.

#### **Practice Maintained But Less Burdensome**

Several results of the experiment were observed informally. First, the pupils came to accept my stated objectives and settled down to serious effort. Then, there was a marked inclination to argue over suggested corrections and to appeal to the teacher for a decision, indicating a higher degree of application and a more thoughtful consideration of present problems of expression. There was an apparent increase in comprehension of the writer's role as a self-corrector of his own writing. Since the quality of their writing was no longer a private matter between

teacher and pupil, the pupils brought their themes to a better state of perfection before turning them in for group review. The classroom laboratory was characterized by more industry and cooperative consultation with the teacher and other pupils. The authors also came quickly to accept the estimates of their colleagues as to achievement instead of depending on the teacher's grades. And finally, the teacher felt satisfaction that the old volume of practice was being maintained and even augmented under a less burdensome system.

I have repeated the experiment in several classes at varying levels. The results have convinced me that there is need to experiment further. It would be practicable for whole departments or whole faculties to cooperate in a cumulative program. For one teacher to work alone might be discouraging. Given group consensus, the practice of composition in the schools could be vastly expanded, and corrective skills now achieved only by conscientious teachers would be learned by those who need them more.

#### **When You Make a Mistake**

New teachers sometimes feel that they have to know the answer to every question, that they can never make a mistake. New administrators sometimes have the same feeling. But teachers and administrators are people, and people are not made like that. Army officers sometimes have like temptations; hear a word from General Omer N. Bradley upon being designated chief of staff: "I do not for a moment believe that the army is a sacred institution to be protected by the illusion that it can do no wrong. Generals are just plain people—and like any one else they are often wrong. During the war mistakes were made—many of them. Let us remember that human nature doesn't change when you wrap it up in a uniform." Neither does human nature change when you put it behind a teacher's desk or a desk in the school office. You will make mistakes. Let other people know that you know it!—The Phi Delta Kappan.

# The Role of the Toothbrush In Preventive Dentistry \*

## PART II

Part I of this article appeared in our December issue, beginning page 22.

The necessary articles of equipment illustrated in *Figure 1* are commercial products which have proven satisfactory under the author's direction, but no fault is to be found with certain other similar items which meet the prescribed standards and considerations. In form, the preferred brush is six rows of tufts in length by two rows of tufts in width and has no concavity or convexity in its bristle outline. The bristles should be "hard" or in some few cases, "medium." So far as bristle composition is concerned, there seems to be considerable confusion and until the nylon vs. natural bristle controversy resolves itself, either is acceptable.

It would appear that a description of the actual procedure might now be in order.

**Step 1.** The rubber tip is used first. It is inserted into the soft tissue space between the teeth and moved

horizontally backward and forward some twelve times with a rapid movement, pressing against the tissue in so doing. The next space is then massaged likewise until the entire mouth is covered by this step, upper and lower, both from the cheek and the tongue aspects. The tip should never be inserted so that its point digs into the gum. Rather, the point should be directed in about a forty-five degree angle toward the chewing or biting surface of the tooth. (See *figure 2*).

**Step 2.** The wooden point, or stimulent, is to be used in similar fashion, but its use is limited to the upper and lower front teeth and only from the outer aspect. The stimulent is made in the form of an isosceles triangle. Its shape conforms roughly to that of the soft tissue space between the teeth. The base of the so-called triangle is always placed against the gum. The movement here is in and out of the space, contrary to that employed in *Step 1*. The *Step 1* movement, if used here, would obviously break off the stick. The twelve times per space is followed, and the motion must be a full one,

### Necessary Equipment

- (a) A looking glass (all procedures can best be accomplished while looking in a mirror).
- (b) Dental floss or tape (Johnson and Johnson).
- (c) Rubber tip for stimulation (Lactone).
- (d) At least two brushes of proper form (Lactone).
- (e) Wooden sticks (Stimulents).
- (f) Dentifrice (C o w brand Baking Soda).

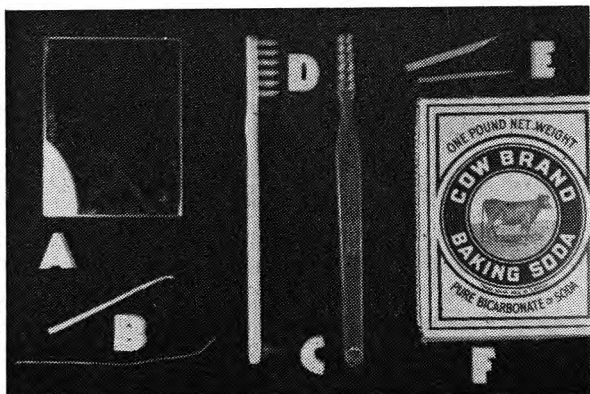


Fig. 1

in and out—not a picking one. The range of use here is from the second bicuspid to second bicuspid on the opposite side. The second bicuspid is the fifth tooth from the midline in a complete dentition. The status of the common toothpick is one which deserves a neutral to negative attitude. It is true that even in the most inexperienced hands toothpicks remove food debris from between the teeth. Nevertheless, at the same time they may be major factors in promoting irritation in the periodontal tissues. (See figure 2).

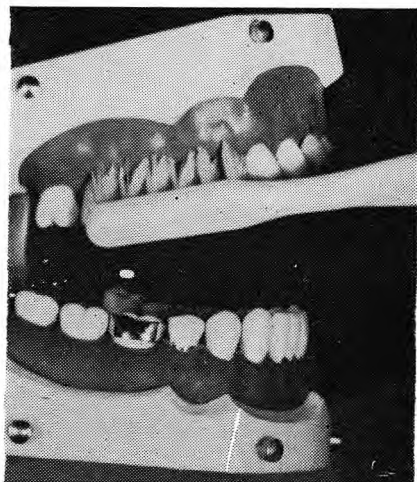
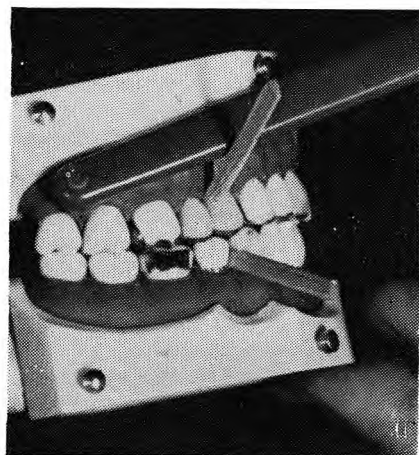
*Step 3.* This is the most difficult step for which to issue instructions. It might be termed "bristle stimulation." In it the entire dentition is massaged by the bristle ends. The brush is placed again at a forty-five degree angle to the gum with one row of the bristles on the gum and one row on the teeth. The brush is then moved backward and forward with the bristles acting as a fulcrum. That is to say, the brush head moves only as much as the bristle flexibility permits, and the bristle tips remain stationary. This is not a horizontal

scrubbing of the teeth. An area of two or three teeth may be stimulated at one time, following which, one may proceed to the next area. The inner and outer aspects of all the teeth are massaged in this fashion. Certain high-arched, narrow-mouthed people may have to vary this routine in order to massage the inside portion of the front gums. (See figure 3).

*Step 4.* In the first three steps no brushing as such and no dentifrice has been employed. The actual brushing is very simple and follows an easy rule: "On the uppers, brush down; on the lowers, brush up." Another way of expressing this is to say: "Always brush off the gums, onto the teeth, and into the cavity of the mouth." This vertical motion may be accompanied by a slight roll of the wrist, if this roll can be mastered with practice. It is not necessary to brush very high or very

**Fig. 3**

**Correct position of brush for so-called bristle stimulation. Note bristles acting as a so-called fulcrum. The bristle tip does not move although the brushhead moves back and forth.**



**Fig. 2**

**Position of Rubber Tip and of Wooden Sticks**

- (a) Correct position of rubber tip in space between teeth—note 45° angle to gum.
- (b) Correct position of wooden stick in both upper and lower arch.



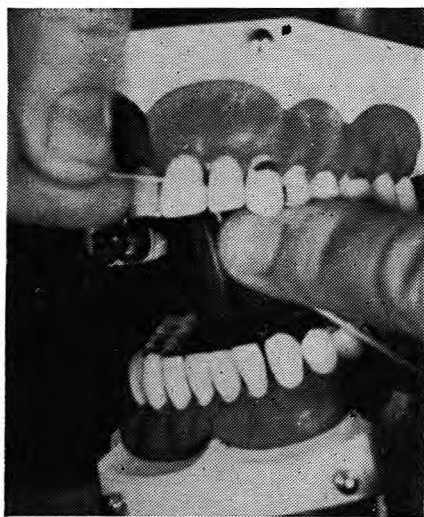
low on the upper or lower gum respectively. The gum margin and the tooth itself are the important anatomical features to be considered. No horizontal brushing is to be attempted, except perhaps on the chewing surfaces of the back teeth.

*Step 5.* The use of dental floss (or dental tape) is a step which should be approached with considerable caution, and with a knowledge of the damage it can do if employed incorrectly. The proper way to use floss is to take a short working area of the material, secure a good rest for the fingers on as nearly adjacent teeth as possible to the field of action and slide the floss between the teeth concerned. Do not push the floss away down (or up) the root, nor whip it across the intervening soft tissue to the root of the next tooth. Rather, let it carry down the root to the point where first pain is experienced, and then bring it back up to the contact of the two teeth and slide it down the other root. A gentle to and fro motion should be used and not a long sawing movement. If these precau-

tions are carried out, the use of dental floss can be of much assistance in removing irritants from these spaces. (*See figure 4*).

The whole question of dentifrices could well make up a paper in itself, and here only a few of the practical points will be mentioned. Dentifrices as such are very secondary in importance to proper brushing methods, but due to the widespread advertising which these products receive, their importance in the public mind as therapeutic and preventive agents is out of all reason to their actual value. The American Dental Association has stated in the past that a dentifrice used daily can only safely act as a scouring agent and nothing more. This scouring action can be secured by good old-fashioned baking soda, which therefore, constitutes one of the best and safest dentifrices known. It is necessary also to take some cognizance of certain new commercial products containing substances which have shown promise of reducing dental decay. In a word or two, the wisest course to adopt in this connection is one of cautious optimism. Until more scientific data are available and recalling past experiences of lavish and later disproven commercial claims of a similar nature, it is advisable to consider the prospect as promising, and only as that.

In the matter of the toothbrushing and massage, time schedules must be discussed finally. In most cases of bleeding gums, the author suggests that an initial period of one half an hour daily is necessary. This is best broken up into three ten-minute periods per day. If this is impossible, two fifteen-minute periods, or as a third alternative, half an hour at night may suffice. This thirty-minute period does not continue indefinitely, but should prevail until the bleeding has markedly diminished (usually at the end of a week). At that time, one should enter a maintenance phase in which the half hour is reduced gradu-



**Fig. 4**  
**Correct use of dental floss.**

ally to about five minutes daily. Warning should be issued as well that during the first few days of the new technique, the bleeding will probably increase until such time as the callus develops, and unnecessary discouragement is apt to creep into the mind during this period. As well, a series of "blisters" and spots of soreness may develop in certain areas, and if so, the patient is advised to reduce massage and brushing activities in those areas for a few days. In both these instances, the tendency may be to discard the whole idea. A certain amount of patience is most desirable on these occasions because this period is generally followed by one in which marked relief from trouble is experienced.

The point is again stressed that the prime purpose of this article is not to encourage self-diagnosis or self-therapy. A qualified professional practitioner who actually sees the case is the one who can best diagnose an ailment and perhaps prescribe other therapeutic measures. The principal domain of intelligent tooth-brush use lies in the field of prevention and of maintenance. Neither is

there an attempt in this paper to emphasize the possible implication of periodontal disease in general health. The idea that the teeth are a focus of infection still remains only a theory in scientific dental circles, but if there be any truth in the theory, periodontal pockets about the teeth would certainly constitute an ideal focus from which infection could spread throughout the body.

On a dental basis alone however, the great advances made in the repair and restoration of tooth cavities have now made true the statement that more adult teeth are lost from periodontal disease than from any other cause. Furthermore, it has been estimated that ninety per cent of the population suffer from these ailments to a greater or lesser degree. Surely then, it would be advisable for a great many of us to spend a little more time in the thoughtful care and preservation of these important soft tissues which surround the teeth. Otherwise, on an individual basis, there will soon be no teeth which the soft tissues may surround and support.

**\*Contributed by the Department of Periodontology, Faculty of Dentistry, University of Alberta.**

## RADIO BROADCASTS ON OCCUPATIONS

The Personnel Association of Edmonton will sponsor in January a series of five related broadcasts on job interviews. These should be of value to high school students who will soon reach the employment market, and it is suggested that principals and teachers watch the Edmonton newspapers for the date and time of each broadcast. It is hoped that material contained in the scripts can be made available to those interested at a price that will not be excessive. Cost will undoubtedly be affected by the demand but, in any case, will be nominal.

# Teachers Can Be Unforgettable Too

CHARLES D. NEAL and MARY AFFLACK

Reprinted from *Illinois Education*

**W**E—probably like almost everybody else who read the Reader's Digest articles on "The Most Unforgettable Character I have Ever Met"—have been interested to learn how many teachers appear as subjects of the articles, and what qualities are considered responsible for their success.

We drew up the accompanying list of "unforgettable" subjects. It provides some interesting summaries. Of the 73 articles appearing between September 1939 (when the series began), and November, 1948, 49 were about men, 23 were about women, and one—Alberta Payson Terhune's—was about a dog. Members of the writers' families were prominent, 14 being named.

Although the articles have been written by famous as well as not-so-famous people, few of them have been about famous people. Only 17 of the persons selected as unforgettable were professional people. Of these, two were writers, three were doctors, and four were pastors. And then, much to our gratification, we discovered that eight teachers had been found to have that spark which made them unforgettable. It was this fact that inspired us to make a further analysis of the articles.

## Human Qualities

For every reader of the articles the questions emerge—what makes a person unforgettable? Who has the quality of unforgettableness? What comprises this quality?

We have not attempted to answer these questions in general. We have, however, attempted to pull out of the articles evidence that seemed to point to answers regarding the teaching profession.

Perhaps the first conclusion to be

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**Eight of 73 "Most Unforgettable" articles in Reader's Digest have been about teachers who inspired.**

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drawn from the sketches of teachers who made lasting impressions on their pupils is that fundamental human qualities are always the first essential. A deep personal integrity shines forth like a beacon light from all the pictures of great teachers.

One writer said of the teacher who had made an indelible impression on him: "Many a student, if he did not already have it, took home an abiding regard for democratic simplicity because Dean Briggs disliked show, pretense, and snobbishness." Another wrote about a teacher, "From him I learned that the greatest art of all is the gentle art of living."

Plainly, our pupils respect us for more than our ability to impress the multiplication tables on their minds or to explain the rules of spelling, however important these abilities may be.

One writer dwelt on the humaneness, the warmth of feeling always in evidence in the teacher whose memory he honored by his writing:

"In the first place, he loved boys, unashamedly and wholeheartedly—and, since he loved them, he believed in them. I have seen him take on, with a quiet confidence, boys of whom parents, friends, even child psychologists, had despaired. 'They haven't been handled right,' he would say. He asked that you find your best self and keep constant pace with it."

The qualities of discipline, neatness, orderliness, self-respect, were

imparted by at least one of the un-forgotten teachers by ways other than precept:

"I have seen few men so well tailored, brushed, and shined except on Sunday. Mr. Baggett was always that way; it was part of what he taught us, silently, that it was not effeminate to pay attention to such things."

One grateful pupil paid homage to his teacher's deep-seated regard for excellence of workmanship and insistence on such excellence in his pupils. Walter Pitkin wrote about one of his teachers, "Now, half a century

## Who's Unforgettable?

Articles which have appeared in the Reader's Digest under the title, "The Most Unforgettable Character I Have Ever Met," and the occupations of the subjects are listed below.

1939—September, 26, doctor; October, 69, old man who did odd jobs; November, 21, father; December, 9, sailor.

1940—February, 95, professor; March, 93, priest; April, 105, hospital attendant; May, 87, aunt; June, 80, planter in Malay; July, 56, preacher (Negro); August, 32, French woman; September, 46, philanthropic woman; October, 113, Army officer; November, 22, high school teacher; December, 38, great-uncle.

1941—January, 9, sister; February, 61, mother; March, 85, Quaker farmer; April, 51, teacher; May, 81, fisherman; June, 37, minister (woman); July, 13, uncle; October, 30, prison entertainer; November, 13, dog; December, 129, farmer.

1942—January, 25, doctor; February, 73, father; March, 41, Samoan girl; June, 33, housekeeper; July, 39, Army officer; August, 71, Negro woman; November, 71, Free Frenchman in Africa; December, 48, father.

1943—January, 131, farm woman; February, 46, teacher; June, 74, sea captain; September, 103, mother; December, 43, Negro boy.

1944—January, 77, policeman; June, 53, Alaskan girl; July, 71, circus acrobat; August, 13, editor; October, 34, doctor.

1945—January, 45, dean of Harvard; March, 40, teacher and librarian; May, 79, merchant; July, 38, Greek woman; August, 85, hired man; September, 81, uncle.

1946—February, 51, Negro porter; March, 33, grandmother; April, 97, Scot caretaker; May, 107, burglar; June, 121, principal; August, 33, father as a teacher; October, 69, Chinese woman; December, 37, African soldier.

1947—January, 1, crippled philosopher; February, 15, writer; April, 121, newspaper man; May, 43, nurse; June, 119, grandfather; September, 16, husband; October, 91, elevator man; December, 78, Czechoslovakian peasant.

1948—January, 102, plantation owner; May, 30, penitentiary "lifer"; June, 37, practical nurse; July, 12, Jewish rabbi; September, 109, mother; October, 83, cowboy; November, 67, traveller.

later, I still measure people—teachers, pupils, and others—according to this rule: Whatever is worth doing at all is worth doing well; whatever is worth doing well is worth doing perfectly."

Mr. Pitkin's comments on this quality of the unforgettable teacher aroused in the mind of one of the writers of the present study a vivid sense of the influence exerted on him by his first grade teachers' insistence on this same principle. Over and over, until it actually made an impression, we heard the caution.

All that you do, do with your might;

Things done by halves are never done right.

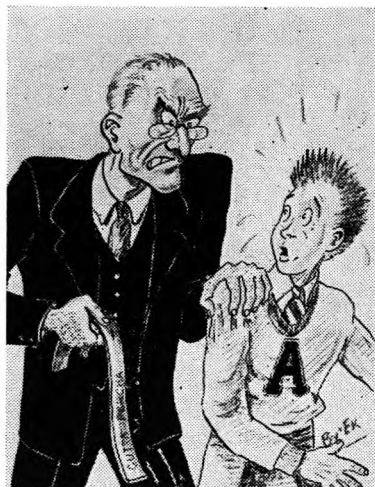
And the example always before us gave life and reality to the thought.

These reflections give us pause for thought. Is this insistence on quality of performance so much an essential of our educational practice as it was a generation ago? Can we without it become unforgettable to our pupils? Did all the teachers represented in the word pictures of those who had proved unforgettable possess this quality, even though the writers did not always particularly call attention to it. We wonder.

One conclusion seems fairly safe. Mere schoolkeepers, drill masters, however efficient and effective, do not make deep and lasting impressions on their pupils. The teacher whose pupils remember him with love and respect is obviously not the one who has been so overwhelmed with textbook details that he forgets the human materials for whom the textbooks were made. He has not lost sight of the woods in his preoccupation with the trees. He has kept first things first. His first duty has been to find and express fundamental truths; and then he has loved his pupils with that selfless affection that always gives the understanding and warmth essential to drawing out their "best selves."

# Public Relations Enemy No. 1

Adapted from *West Virginia School Journal*



*Any similarity between Mr. Krankee and real teachers, past or present, is purely coincidental.*

Mr. Bin Krankee is a successful principal, at least that is his opinion. He has been on the same job for some years and he now has his—he always says “his”—school so well organized that he has little trouble.

Mr. Krankee's only idea of running a school successfully is based on the “scare technique.” “They don't try any funny business in my school.” It is true. No one tries much of anything. He is proud of the meek, controlled atmosphere. All the pupils are afraid of Bin Krankee, the good, those who might err occasionally, and the malcontent.

The principal's office in Bin Krankee's school is a place of terror—almost horror—in the hearts of all the kids. They can remember what happened in this dark and dismal room to Jim T. for running down the stairs, to Joe D. for throwing snowballs, to countless others, whose

## *The Case of Mr. Bin Krankee*

Every teacher has a public relations program because practically everything teachers do or say forms part of their public relations. There are two kinds of public relations, a plus and a minus. Every teacher has some of each. Unfortunately, some teachers have more minus than plus. These are the ones who build up bad relationships between the people and the schools, like Mr. Bin Krankee.

punishment was harsh and well publicized by the principal.

The fear the kids have caught is contagious. The teachers also are afraid of the principal because they are sure that the boss thinks that the best teacher is the one with the quietest room and the most subdued pupils. The mothers and fathers have caught it, too—with some reason. Interviews with Mr. Krankee are unpleasant. To them he is harsh, unyielding, and does not understand children.

This is the man who runs the school. Mr. Bin Krankee.

But in an important way, Mr. Krankee, the principal, is a minus in public relations. Over the years what the kids thought of old Krankee has become what the public thinks of him, and, what is worse, what that part of the public thinks of teachers. The fear technique which he has built up so well has made him a com-



plete minus in the minds of the people in his community. They do not like him at all.

If Mr. Krankee wanted to improve his personal public relations program he could start by using his office for some plus relationships. Of course, he can't neglect order but he can be fair and reasonable and understanding. He can build up some planned positive relationships with the pupils and their parents and with his tradesmen and with the public. He can start by calling some of the boys and girls to his office to praise them for improved school work, a game-winning goal, a picture, a play, a paper, an essay, anything. He can start by treating the clerks in stores, the business people he deals with, his wife and family, perhaps, with kindly consideration and courtesy. It will pay!

"Parents recall their 'good' teachers and their so-called 'bad' teachers, and these little memories have their bearing on teachers' salaries and status. Year after year, generation after generation, grownups have been 'taking out' the feeling they had as children about some distant, detested Miss Blank or Mr. Blank in grade school or in high school."

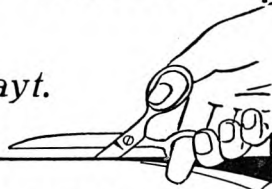
In the *Reader's Digest*, eight out of 73 of the "Most Unforgettable Characters I Have Ever Met" were teachers, more than from any other occupation.

*Think It Over.* Are YOU plus or minus in your public relations?

January, 1950

## CLIP CORNER

By  
Clayt.



Every child should have at least one school success per day.

—Alpha Phi Newsletter.

She had lost the art of conversation, but not, unfortunately, the power of speech.

They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.—Benjamin Franklin.

Every man is occasionally what he ought to be perpetually.

"How do you like your new boss, Myrtle?"

"Oh, he ain't so bad, Gerty, only he's kinda bigoted."

"Wadda y'mean, bigoted?"

"Well, he thinks words can only be spelled one way."

—Canadian Mineworker.



"This where I get expelled?"

# Some Ways To DESTROY A School

1. Tell parents that Johnny's academic troubles are all caused by the changed practices forced upon teachers by the new principal.

2. State that you don't know why Mary is having such difficulty in Mr. Smith's class, for you find Mary to be an extremely capable pupil in your class.

3. Keep a whole class of children after school because you are unable to find the guilty one.

4. Ask pupils to copy from the history book as punishment.

5. Give pupils a failing mark because of behavior difficulties.

6. Embarrass pupils before their classmates.

7. Blame entirely the family background, the work habits, or the mentality of the pupils when explaining academic failures.

8. Ask parents to come into the school for a conference concerning their child, and then monopolize the conference with your complaints.

9. Reveal uncomplimentary information about one child to parents of other children.

10. Penalize pupils who occasionally must be out of class because of participation in school extra-curriculum activities.

11. Criticize other teachers, school-board members, and the school administrators in classroom discussions with pupils.

12. Force out of school all pupils who fail to meet certain standards.

13. Make parents who visit the school feel unwelcome.

14. Force pupils to give up school activities in which they're interested because they are not doing well in another subject.

# Some Ways To BUILD A School

1. Realize that you belong to an educational team, all members of which are joining forces to achieve the same objective.

2. Sing the strengths of the school and its teachers always.

3. Visit homes to obtain the assistance of parents in solving problems.

4. Familiarize pupils with the reason for every question, exercise, and assignment in class.

5. Have pupils participate in planning how they will reach established objectives.

6. Ask yourself at the end of every lesson, "What have I learned about teaching and child nature?"

7. Treat each pupil with respect and with friendship.

8. Establish yourself as a citizen of high calibre in community enterprises.

9. Evidence a sincere interest in the joys, sorrows, and difficulties of the families whose children teach.

10. Make parents feel sincerely welcome in the school.

11. Enlist the help of as many parents as possible in instructional and school projects.

12. Use interest rather than marks as motivation for classwork.

13. Take part of the blame when an unduly large proportion of the class do poorly in a test.

14. Treat every individual justly with justice based always on full understanding.

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15. Give pupils "busy work."

16. Throw away homework assignments and class exercises without examination.

—Thomas E. Robinson,  
*NEA Journal.*

# Premier Manning Describes 'A Boy'

At a recent meeting of the provincial Council of the Boy Scout Association, Premier Manning gave a description of a boy. His description met with so many favourable comments, that we felt our readers might find it of interest if we reprinted it. Here is the description: "What Is A Boy?"

**B**ETWEEN the innocence of babyhood and the dignity of manhood, we find a delightful creature called a boy. Boys come in assorted sizes, weights, and colours, but all boys have the same creed: To enjoy every second of every day and to protest with noise (their only weapon) when their last minute is finished and the adult males pack them off to bed at night.

"Boys are found everywhere—on top of, underneath, inside of, climbing on, swinging from, running around, or jumping to. Mothers love them, little girls hate them, older sisters and brothers tolerate them, and Heaven protects them. A boy is Truth with dirt on its face, Beauty with a cut on its finger, Wisdom with bubble gum in its hair, and the Hope of the future with a frog in its pocket.

"When you are busy, a boy is an inconsiderate, bothersome, intruding jangle of noise. When you want him to make a good impression, his

brain turns to jelly or else he becomes a savage, sadistic, jungle creature bent on destroying the world and himself with it.

"A boy is a composite—he has the appetite of a horse, the digestion of a sword swallower, the energy of a pocket-size atomic bomb, the curiosity of a cat, the lungs of a dictator, the imagination of a Paul Bunyan, the shyness of a violet, the audacity of a steel trap, the enthusiasm of a fire cracker, and when he makes something he has five thumbs on each hand.

"He likes ice cream, knives, saws, Christmas, comic books, the boy across the street, woods, water (in its natural habitat), large animals, Dad, trains, Saturday mornings and fire engines. He is not much for Sunday School, company, schools, books without pictures, music lessons, neckties, barbers, girls, overcoats, adults, or bedtime.

"Nobody else is so early to rise, or so late to supper. Nobody else gets so much fun out of trees, dogs, and breezes. Nobody else can cram into one pocket a rusty knife, a half-eaten apple, 3 feet of string, an empty Bull Durham sack, 2 gum drops, 6 cents, a sling shot, a chunk of unknown substance, and a genuine supersonic ring with a secret compartment.

"A boy is a magical creature—you can lock him out of your work shop, but you can't lock him out of your heart. You can get him out of your study, but you can't get him out of your mind. Might as well give up—he is your captor, your jailer, your boss and your master—a freckled-faced, pint-sized, cat-chasing, bundle of noise. But when you come home at night with only the shattered pieces of your hopes and dreams, he can mend them like new with two magic words—'Hi Dad!'"



# Executive Meeting, Alberta Teachers' Association

DECEMBER 9 and 10, 1949

- The secretary reported progress on the work of classifying and indexing resolutions of Annual General Meetings, 1918-49.
- The president and secretary reported that the meeting of representatives of urban, municipal, and school boards held in Calgary, September 23, was a farce as far as education was concerned. The main idea of the municipal representatives seemed to be to get approval of the Judge Report, which has been severely criticized by both teachers and trustees.
- The allocation of expenses for the fall conventions was set at the same scale as in previous years, 40c for the first 100 members, 35c for the second 100 members, etc.
- All seven electoral ballots received a majority and will be dealt with at the Annual General Meeting. Also, it was decided to have electoral ballots in future printed in the convention issue of *The A.T.A. Magazine* which is mailed about September 15.
- From a summary of teachers' classifications, etc., which is partially completed, the number of teachers with degrees is up 12%, number of supervisors down 33 1/3 %, number of married women up 5%, and the number of overcrowded classrooms is up over 10%.
- The deadline for nominations is February 13, 1950. The deadline for resolutions is February 10, 1950.
- This year the whole of the three days of the Annual General Meeting will be devoted to the business of the Alberta Teachers' Association.
- A report was made about the transfer muddle at West Jasper Place. Disapproval was again expressed of the power of school boards to transfer teachers at any time, to any place, and in their sole discretion.
- A meeting of the Discipline Committee of the Alberta Teachers' Association will be held in the near future.

## RESOLUTION PASSED BY THE CANADIAN TEACHERS' FEDERATION

That the Canadian Teachers' Federation regards with increasing concern the growing tendency threatening the broad democratic base of public education by limiting, transferring, or nullifying the powers of the existing local bodies in whose hands to a very large extent the responsibility for public education has traditionally rested. The Canadian Teachers' Federation is opposed to further centralization of fiscal control if such control is to be transferred to municipal councils or other bodies not established primarily for educational administration.

# Third Western Conference of Teachers' Associations

Vancouver, British Columbia, November 23, 24, 1949

**Purpose of these conferences is to exchange information and views, it being understood that the teachers' associations in the West will work towards the objectives jointly agreed upon as being desirable.**

Members attending were H. D. Dee and C. D. Ovans from British Columbia, Stan Fowler and G. D. Eamer from Saskatchewan, Edith Miller and T. A. McMaster from Manitoba, George Croskery from Ottawa, and F. J. C. Seymour and Eric C. Ansley from Alberta.

**Salaries are highest** in British Columbia, also school grants per classroom, per pupil, or per teacher.

**The British Columbia Government** has encouraged its school boards to pay better salaries to teachers through increases in school grants.

**In British Columbia, the government** pays 7% of salaries into the teachers' pension fund—this is double what Alberta pays. But the pension benefits are better in Alberta.

**Not one association** in the western provinces is in favor of a provincial salary schedule—there is too much provincial control now.

**Principal's allowances** in all provinces are very low which is one reason for the shortage of teachers—top salaries are not attractive.

**Alberta is paying the most for qualifications**, although, teachers with a degree in a British Columbia high school get more than in the other provinces. All provinces reported a trend towards **single salary schedules**. In most locals, single salary schedules are preferred to positional schedules—if the **allowances for qualifications** are adequate.

**Teachers' associations in all four provinces in Western Canada now have the right to bargain collectively on behalf of their members.** No province has satisfactory **security of tenure** for all teachers, two provinces have no security at all.

**If living conditions in the school district are unsatisfactory** in British Columbia, the teacher can leave without fear of reprisal through disciplinary action.

**Low entrance requirements** to teacher-training institutions are common and have been condemned by all teachers' associations.

All four provinces want some share in **teacher selection** and a voice in **how teachers should be trained**.

In each province more is being done in **educational publicity** and in public relations.

**Alberta's system of conventions** is considered an improvement over the practice of local arrangements. More interchange among the western provinces of departmental officials, members of teacher-training staffs, and of schools was suggested.

**All four provinces reported that there is something fundamentally wrong in the relationship between superintendents and principals and teachers.** Something must be done to bring teachers, principals, and superintendents into partnership. Can confidence be established if reports are made? Can principals have confidence in superintendents who deal with the board when there is no representative of the teachers and principals present? What authority over principals and teachers, who are appointed by the school boards, should superintendents have, who are appointed by the Department?





## A Waste of Time!

● **"I was a principal** of a two-room school and I taught all the subjects in the four upper grades. I also fixed the furnace, swept the floor, repaired the fences, carried water, and washed the windows. It was a very intellectual undertaking, and the main thing I learned was never to do it again."

*North Carolina Education.*

● **Equalization grants were cut 10%** by the Department of Education last spring. Teachers and trustees objected. Said the cutter might have sliced off more than he had excuses for. Nothing doing. This fall most of the cuts were restored—out of a surplus which was a result of the cutting. Poor carving.

● **Who lost out in the final analysis?** Why the teachers of course. Athabasca teachers got a poor arbitration award because of the temporary cut in grants. Teachers in other divisions got poor schedules because of reduced grants and because of certain statements about the supply of teachers, their salaries, etc. Now these things hit the teachers where it really hurts—in their pocketbooks. And they don't like it.

● **B.C. has floods of rain** and it pours money into schools. Alberta has floods of oil but barely manages to squeeze out an extra drop or two, of anything, for its schools.

● **Last year Alberta adopted** a report the teachers soon tabbed the "Judgeless Report." Ontario has been waiting for four and one-half years for what the teachers there now call the "Hopeless Report."

● **The so-called "Hopeless Report"** recommends lower standards for teachers, a very superior sinner system, and "bribes" for anyone who will take up teaching. (It took sixteen high-priced commissioners four and one-half years of exhaustive study to dope this out.)

● **Now Alberta has already tried out** all these schemes without setting up an expensive commission. They are just makeshift, stop-gaps, and can be improvised by anyone who knows little about teaching and nothing about education.

● **Ontario, the province** that 50 years ago claimed to have the best school system in the world, "some people claim she still has it," has shocked all of Canada with its "Hopeless Report" on education.

● **In Ontario, teachers think Hope** was judgeless. In Alberta, teachers think Judge was hopeless.

● **School trustees** at their annual convention approved a resolution to pay themselves \$8.00 a day for supervision, as well as for board meetings.

● **The same trustees approved** another resolution asking the government to make teachers work right through the noon hour, for no extra pay. Now why shouldn't the trustees supervise schools themselves during noon, at \$8.00 a day, which they have asked for "supervision."

● **From the trustees' convention:** "Fewer teachers are leaving Alberta for other provinces. . . . Alberta's gain in teacher supply is made partly through other provinces and your Executive (ASTA) feels a little uneasy about this situation."

● **Was this uneasiness** the reason for Resolution 49 which came from the Executive, and resolved that it is in "the permanent best interests for Alberta school children" to use all resources of the trustees' association in case of salary disputes between boards and teachers.

● **Just how will keeping salaries** down be in the "permanent best interests for Alberta school children"?

● **Tenure will help to make teaching** a profession instead of a procession.

# Salary Schedule

Proposed by the Western Conference of Teachers' Associations,  
February, 1949

Approved by the Annual General Meeting of the Alberta  
Teachers' Association, April, 1949

Reaffirmed by the Executive of the Alberta Teachers'  
Association, December, 1949

The Executive recommends that negotiating committees will use the following schedule as a basis for negotiating new salary agreements:

## Single Salary Schedule:

- | 1.                      | Min.    | Max.    |
|-------------------------|---------|---------|
| 1 year's training ..... | \$1,600 | \$2,800 |
| 2 years' training ..... | 1,900   | 3,300   |
| 3 years' training ..... | 2,200   | 3,800   |
| 4 years' training ..... | 2,500   | 4,300   |
| 5 years' training ..... | 2,800   | 4,800   |
2. Partial Allowances: \$60 per university course.
  3. Annual Increments: At least \$120 per year.
  4. Allowances for previous experience:
    - (i) Full credit for each year of teaching.
    - (ii) Full credit for each year of war or auxiliary service.
  5. Allowance for Administration and Supervision:
    - (a) Principal: Elementary rooms, \$100 per room up to 12 rooms.  
Intermediate and High School rooms,  
\$125 per room up to 12 rooms.  
**Note:** Over 12 rooms, allowance per room on graduated scale.
    - (b) Vice-Principal: One-half of the allowance for principals.
  6. Allowances for extra-curricular activities:  
A stipulated amount for each unit of work in connection with extra-curricular activities.

## Positional Salary Schedule:

The positional schedule proposed by the negotiating committee should be comparable to the single salary schedule. The minimum and maximum for one year of training in the single salary schedule and for one year of training in the elementary school in the positional salary schedule should be identical—\$1,600 to \$2,800. Four years of training in the single salary schedule and four years of training and teaching in a high school position under a positional salary schedule should be identical—\$2,500 to \$4,300. Sections 3, 4, 5 and 6 apply to both schedules.

# A Brief

**Presented by the Alberta Teachers' Association to the Royal Commission on National Development in Arts, Letters, and Sciences, November 1949**

To the Chairman and Members of the Royal Commission on National Development in Arts, Letters, and Sciences.

Gentlemen:

It is fitting that education should be included in the scope of your inquiry into National Development in Arts, Letters, and Sciences in Canada. Education is basic to every aspect of National Development. It is particularly relevant to any question pertaining to the intellectual and cultural progress of the nation.

## **Why Federal Grants for Schools?**

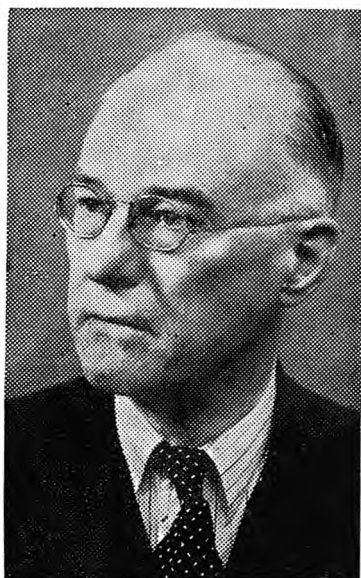
The thesis we wish to maintain in this brief is that the federal government should give grants-in-aid for general education in Canada. By general education we mean elementary and high school education supported by public funds. We believe that the money should be made available to the provincial governments to be allocated by them to the school units in the respective provinces, in accordance with the existing regulations governing this matter. Some measure of fiscal control there should be, as a guarantee that the money is used in accordance with the conditions of the grant, but of policy control there should be none at all. It goes without saying that the proportion of the total provincial expenditures assigned to education should not be allowed to drop below that of the year just preceding the first payment of

federal aid without prejudice to any educational grants for specialized purposes that might be made, such as for university scholarships, university support, technical and vocational education, or any other worthy educational cause.

The first and perhaps the most obvious need for federal grants to general education is to equalize in some measure educational facilities as between the provinces. The educational inequalities across Canada today are notorious and might even be called disgraceful. No attempt will be made here to back up this and similar statements with the very latest statistical data. We have had only a few days to prepare this statement since learning that briefs on education would be accepted by this Commission. If this presentation falls short of what it ought to be, either the grant. We take this position on

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This Brief was prepared by Dr. Clarence Sansom of Calgary, past president of the Alberta Teachers' Association. It will form the basis for a more comprehensive document on federal aid.



in factual support or in felicity of phrasing, the reason may be, at least in part, the shortness of time.

Suffice it to say here that this fact of serious educational inequalities across Canada is everywhere admitted. It is written all across the successive releases of the Dominion Bureau of Statistics relating to education. With the salaries of teachers in one province more than double, on an average, what they are in another province, and with 81 per cent of the teachers in one province holding college degrees as against two per cent in another province, it is hardly necessary to labour further the broad fact of serious provincial inequalities.

Education in Canada is education for Canadian citizenship wherever it is carried on. The education of a child in one province is just as important for the child and for Canada as the education of a child in any other province. One of the most unfortunate results of the stipulation in the B.N.A. Act that in each province the legislature may exclusively make laws in relation to education, is that it is easy for us not to think of education as a matter of national concern. Education is made to appear just a provincial matter, just a local matter of not more than incidental importance to the nation as a whole.

#### **1867 and 1949**

Now the world of 1949 is a very different kind of place from the world of 1867. The old concepts of education are now inadequate. They do not serve the purposes of the new world view that has emerged since the earlier date. This fact is being increasingly recognized by such public bodies as The Canadian School Trustees' Association, The Canadian Federation of Home and School, The Canadian Congress of Labor, The Trades and Labor Congress, Chambers of Commerce, and even groups of such diverse political views as the C.C.F. and the Progressive Conservative party, all of which bodies and

others have been passing resolutions lately in favor of the wider view of Dominion support of education.

That even the Canadian parliament is being forced by the logic of events to take cognizance of the trend is indicated by the recent debate in the House of Commons on the motion that, in the opinion of the House, the government should take into consideration means of expanding and equalizing educational opportunity across Canada by the granting of financial assistance to the various provinces for that purpose. All the members who spoke, representing three political parties, were in favor of the motion, in principle at least, although one Quebec member doubted that the suggestion would receive the entire cooperation of the present Quebec government.

One member, Mr. Fleming (Progressive Conservative), held that there could be no doubt about the power of the Dominion to make contributions. He quoted the present Minister of National Defence, Mr. Claxton, as saying at a public meeting in Montreal in 1945: "But the constitution does not prevent the federal government from giving substantial assistance to education. Direct assistance might be given in several ways." As a matter of fact, since 1913 the federal government has on half-a-dozen occasions given grants for various types of education to be administered by the provinces.

#### **Why Should Control Follow Aid**

The stock argument against federal aid is not that it is unconstitutional, but that it would likely be followed by federal control of policy. But refusal to embark on an admittedly desirable course of action because it might possibly be followed by supposedly undesirable consequences which have never, in point of fact, followed upon closely similar courses of action in the past, is neither rational nor responsible. On the basis



of this reasoning we could never get out of the beaten path in any line of action.

The use of federal grants to equalize public education as between the provinces could be a rather complicated matter, and no attempt will be made here to suggest a definite plan. It would mean, of course, that the poorer provinces, other things equal, would get bigger grants than the richer provinces, and it might work out that the richest province would get no grant at all. But the political inexpediency of this is recognized in the latest proposed American scheme where \$5.00 is allowed for each child of school age in every state regardless of wealth, and the balance given to the poorer states on the basis of a graduating formula.

#### **Benefits of Federal Aid**

The House of Commons motion referred to above included the expanding as well as the equalizing of education opportunity across Canada. And rightly so. The general level of Canadian education is too low to serve the needs of a modern and expanding society. Illiteracy, as ordinarily defined, is far too prevalent in certain parts, and functional illiteracy is found everywhere. By functional illiteracy is meant the inability to extract the meaning quickly and easily from a piece of ordinary prose. The present writer has tested large numbers of young people for functional illiteracy who were in training to be teachers, and the proportion of them who were unable to read, in any real sense of the term, was surprisingly large. They came often from rural areas with poor schools and after a brief course of training they would go out themselves to be teachers and complete the vicious circle.

Another important reason for federal aid is that it would broaden the tax base for the support of education. The entire resources of Canada are none too broad a taxation base for the support of Canadian education.

The general principle is to go for the school money wherever it can be found, and spend it where it is needed. Federal aid would mean that indirect taxation would be used for the support of schools. The direct property tax, which is at present the main support of education in most of the provinces, is too painful, inadequate, and fluctuating for the support of education or any other important national service. To suggest such a thing in relation to national defence, for example, would be to invite ridicule.

One of the important things it has been assumed belongs in its nature to the provinces rather than to Ottawa, is public health and sanitation. For almost 80 years the provinces played around with this problem with very indifferent results until the federal government took the matter in hand. The splendid provisions for better health now being implemented are the work of the federal authorities. About 32 million dollars a year for ten categories of health, often shared dollar for dollar by the provinces, is no mean start on the road to better national health and sanitation.

#### **Rural Schools Suffer Most**

In the field of general education the provinces have done only relatively a little better than in the field of health. This shows up mainly in the rural areas since the better showing for education in the cities must be credited to the cities themselves rather than to the provinces. There is at present a shortage of 7,000 rural teachers in Canada, 11,000 if those with shortened training periods and reduced high school training are included. The number of new rural teachers needed in Canada in the next five years is put at 67,000 and only about 37,000 will be available at the present rate of training. The average salary of rural teachers across Canada today is only about \$1,300, which may be sufficient rea-

son for the rural teacher situation. Many thousands of rural children are trying to learn by correspondence because of lack of teachers. The condition of the school plant in the rural parts is often deplorable. All this and much more to the same effect are the fruits of 82 years of the exclusive provincial support of education.

Hence we must conclude that the almost complete exclusion of education from federal interest and support is to be considered a great misfortune for Canada. Public education, the place where the foundations of national unity ought to be well and truly laid, we divide up into eleven water-tight compartments and

put on an exceedingly restricted diet so far as taxing privileges are concerned. It is hard to see how the diverse elements in our national life will ever be blended into the true unity of a single nation, excepting through the instrumentality of a nationalized system of public instruction. In other lines the national outlook is emphasized. We have a National Research Council, a Social Science Research Council, a Humanities Research Council, a Canadian Broadcasting Corporation, a National Film Board, a National Physical Fitness Act. What corresponding establishments have we in the field of public education?

### **Australian Federal Government Provides Financial Aid to States**

The Federal Government of Australia spent about \$58,000,000 on education last year, Prime Minister Joseph B. Chifley revealed in a recent radio talk.

The Prime Minister pointed out that the primary responsibility of education in Australia remains with the six State Governments, but the Federal Government was anxious to assist as much as possible.

The Federal Government provided university training for ex-servicemen, and language classes, broadcasts and lessons for new settlers arriving in Australia. Australia had also contributed liberally to Unesco, and the Federal Government has made \$290,000 available for scholarships in Asian countries close to Australia.

"The favorable part of the (Canadian Prairie) basin is almost exactly one-third the size of the prospective oil territory of the United States. Since the United States has discovered to date over 60 billion barrels of oil, and its ultimate discoveries may exceed 100 billions, it requires no great stretch of the imagination to picture the Canadian potential as five to 10 billion barrels or even more."

—Joseph E. Pogue, Vice-president, Chase National Bank.

# A Mile Below the Wheat

Reprinted from *Imperial Oil Review*

Alberta's Leduc field has made oil history in Canada. In less than three years it has grown from a single discovery well located in a district noted for wheat farming to more than 320 wells, with a daily production of 26,000 barrels of crude. It covers 22,000 acres, containing estimated proven reserves of 242 million barrels of oil.

Now, in a motion picture, the story of the transformation of the Leduc district has been recorded on film. It is a story of success after years of costly searching and heart-breaking disappointment.

*A Mile Below the Wheat* is a 16-mm. color film with music and voice describing how the discovery of oil affected the community and small Alberta town after which the now famous oil field was named.

As oilmen today continue their work of probing the depths for new wells, farming goes on much the same as if there were no other crop being

harvested. But there are profound changes because of the Leduc oil—changes that affect all of Canada. There is a new prosperity in the Leduc area; there are increased revenues for Alberta; Canada is saving precious U.S. dollars that formerly had to be spent on imported oil.

In the war years—and after—we were dependent on foreign oil for roughly 90 per cent of our supplies. Now, since the advent of Leduc, which set off a chain of other important discoveries, prairie production exceeds western refining capacity. With continued effort and reasonable success, it is not too much to hope the men who search for oil will make Canada self-sufficient in petroleum in years to come.

*A Mile Below the Wheat* is a film presented by Imperial Oil Limited. The photography is by Gerry Moses, and the editing, animation, and recording is by Crawley Films Limited, Ottawa, Canada.



Imperial Oil Limited  
Drilling operations do not interfere with the farmer's work as shown by this harvest scene. Here farmers are shown threshing wheat.

# Cold Proof Your Classroom

News Release

If you've read it once, you've read it a hundred times . . . "Please excuse Tommy from school last week. He had a bad cold." And you can be sure that from now until springtime there'll be as many more "Please excuse" notes on your desk because the Tommys and Marys in your class caught a bad case of the common cold. That is, unless something is done to prevent it.

We know that medical science hasn't yet developed a "sure cure" for this uncomfortable nuisance, but isn't an ounce of prevention still worth a pound of cure? Then, for higher attendance in your classroom throughout the cold season, your wisest course is to teach cold **prevention**. To help you, here are seven simple rules. Impress pupils with the importance of observing them.



## 1. Keep Feet Dry.

Remember to wear rubbers when it's wet and not step into rain puddles just for the fun of splashing.

## 2. Dress for Warmth.

It isn't "sissy" to wear overcoats and warm hats and warm hats and gloves — wear them rather than get a cold chill.



## 3. Stay Out of Drafts.

Get plenty of fresh air, but do not sit in a draft and catch a cold. It's easy to move, and sometimes helps avoid getting a bad cold.



## 4. Eat Proper Food.

Fruit juices, hot oatmeal breakfasts, e g g s, vegetables, milk, etc., are good for you. They give strength and energy — build up resistance to colds.



## 5. Drink Plenty of Water.

Drink at least six glasses of water every day, especially if there are any signs of a cold.



## 6. At the First Sign of a Cold.

Instead of using damp, rough handkerchiefs, always blow your nose with gentle Kleenex tissues. Because you use each Kleenex tissue only once, then destroy it, germs and all, there is less danger of spreading your cold to others . . . and you may avoid a sore, red nose.



## 7. If Your Cold Gets Worse, See Your Doctor.

Care and common sense will help you avoid colds . . . but if you catch a cold and it gets worse . . . especially if there is the least sign of fever . . . go to your doctor and do what he tells you to do.



But how best to impress these rules on pupils is a problem. To make it easier for teachers, the manufacturers of Kleenex Tissues are supplying copies of a special certificate which will act as a teaching aid, helping to make a game of cold prevention in your classroom. It's called

an "Honour Roll Health Pledge", and you can get enough of them to distribute one to every member of your class. Each "Pledge" form has a space for the pupil's name at the top, his school and his class, and each one lists the seven simple rules of cold prevention outlined above. In return for his own "Honour Roll Health Pledge", each pupil promises to do his best to keep the class free from colds by following the simple health rules. With proper direction, see how easily this could become a game for your whole class to play?

Soon Tommy understands that it's wise to stay out of puddles and to keep healthy by wearing plenty of warm clothes. And Mary realizes that proper food and lots of water every day will help keep colds away. What's more, everybody learns to cover nose and mouth with a Kleenex Tissue **at the time of sneezing** to prevent infectious cold germs from spreading across a classroom of defenceless students. When one of your pupils forgets—or doesn't know enough—to cover his nose and mouth while sneezing, science has proven that germs travel at projectile speed, endangering everyone nearby.

"Honour Roll Health Pledges" can be one of the easiest ways to reduce the cold hazard in your classroom because they teach **prevention**. Healthier pupils and higher attendance are two things all teachers would like to see this winter. The interesting offer of as many "Pledges" as you need for your class free of charge has been made by Canadian Cellucotton Products Company Limited, 50 King Street West, Toronto, Ontario. They have proven helpful to many teachers in educating their pupils in the simple rules of cold prevention.

# 1950

—and

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## OUR LIBRARY . . .

### BOOK REVIEW

#### Native Trees of Canada

Prepared by the Dominion Forest Service of the Mines, Forests and Scientific Branch, Department of Mines and Resources. Published by the King's Printer, Ottawa. Available from the King's Printer at \$1.50.

This month's review was written by Dr. R. J. Hilton, associate professor of Horticulture, University of Alberta.

THE SCHOOL days of many a present Canadian adult were brightened, and his interest heightened, by the store of lore contained in the old Dominion Forest Service Bulletin 61, published first in 1917, and reissued in 1921. This was a mine of information concerning the characteristics and uses of all Canadian trees, and as such it served its purpose well, through three revisions.

Gradually, as the successive editions appeared, and as the factual content became more up-to-date and better displayed in the big bulletin, it became obvious that much wider educational and general interest use should be made of it. In presenting the new 1949 edition to the public in a most attractive form, the Forest Service is receiving very high commendation. The jacket illustration is a pleasing innovation in federal government publications, and is a natural color photograph from the National Parks Service. Other full page illustrations in color are of Red Maple leaves and the national tree of Canada, the Sugar Maple, caught by a gifted cameraman in an almost overpowering blaze of autumn glory.

An inside-cover map shows the Forest Classification areas in Canada, and adds to the effective value of the book. There are nearly 300 pages devoted to text material, including hundreds of clear-cut photographs illustrating differences in tree, branch, leaf and seed form, and with the careful descriptions of nearly 200 separate tree species and botanical varieties, the utility of the book may readily be imagined.

For all Canadian schools, and for anyone interested in the beauty and usefulness of our forests and their products, this book will be of great value.—R. J. H.

### NEW BOOKS IN THE A.T.A. LIBRARY

#### Poems for Practical People—

Selected and arranged by A. E. M. Bayliss; illustrated by N. L. Jaques; *George C. Harrap & Company Limited* (Published in Canada by *Clarke, Irwin & Company Limited*) 95c, 192 p.p.

Here is something new—a well-selected group of poems for practical people. Some of the verse is as well known as Oliver Goldsmith's *The Village Schoolmaster* and Oliver Wendell Holmes' *The Wonderful One-Hoss Shay*. Some of it represents the lesser known works of Thomas Carlyle, William Cooper, William Wordsworth, Thomas Dekker, and many others. Some of it is quiet homey poetry from Thackeray, Crabbe, Keats, Morris, and others. Much of it is contemporary in feeling and has a tempo pulsating with the force of modern life.

The poems have been selected for their sincerity rather than their sentimentality and together with original illustrations comprise an attractive volume of good verse.

### Introducing the Insect—

P. A. Urquhart, drawings by E. B. S. Logier, *Clarke, Irwin & Company Limited*, \$5.00, 287 p.p.

"*Introducing The Insect* is addressed to the layman and designed for the beginner. Its avowed purpose is to interest the non-professional in the author's own most enduring interest, entomology. To that end he deals at length with the problems that might confront the amateur entomologist. He begins by defining what an insect is; then proceeds to such topics as where the insects are to be found; collecting apparatus; storage boxes; methods of pinning, spreading and relaxing; paper and labelling of specimens; anatomy and life history of insects; and their classification and identification."

Dr. Urquhart of the Royal Ontario Museum is well known to many Canadian teachers who periodically send him specimens of insect life for identification.

### Sing Hey Ho!—

A song book for Canadian boys and girls; E. A. Kinley, B. L. Kurth, and M. McManus; *Clarke, Irwin & Company Limited*, \$1.10, 154 p.p.

*Sing Hey Ho!* is a collection of 97 songs chosen expressly for children of grades III and IV, by Canadian authorities of school music. The book is divided into topics such as *Old Stories and Tunes*, *At Christmas Time*, *About Animals*, *At Bed Time*, etc.

The authors are to be congratulated on their choice and arrangement of the songs. They have chosen the selections thoughtfully as to their permanent merit and have not, as so many compilers of songs for girls and boys have done, included many

meaningless ditties in their collection.

### New Models and Projects for Creative Writing—

B. C. Diltz, *Clarke, Irwin & Company Limited*, \$1.50, 226 p.p.

The author says of this book, "*New Models and Projects* is a text in English Composition for use in the senior grades of the secondary school. It is graded to meet the needs and serve the aptitudes of pupils who wish to improve their powers of expression." The prevailing aim throughout this book is to place the pupil in a wholesome environment in which his language and mental development may be nourished, guided, and assured.

### Dance With Me—

Marjorie Lee, *The Ryerson Press*, \$5.00, 250 p.p.

*The Ryerson Press* has sent *The A.T.A. Library* a complimentary copy of *Dance With Me*, a complete book of dances and rhythms for all grades of the elementary school and the junior high school.

Physical education teachers and teachers planning school concerts will find this book a conveniently arranged source of singing games for little people; simple national games for youngsters' mixers or oldsters' parties; square dances; chants for skipping; suggestions for creative dances; and ball and hoop rhythms.

### The Concert Companion.—

R. Bager and L. Biancolli, *McGraw-Hill Book Co., Inc.*, pp 868.

We think that *The Concert Companion* is a valuable addition to our library. With a short introduction by Deems Taylor this, "comprehensive guide to symphonic music," is said to be, "the largest and most informative one-volume collection of concert notes ever made." For teachers interested in music we recommend this book.

# Executive Council Election, 1950

## Alberta Teachers' Association

### Nominations and Acceptances

*By-law No. 41 states:*

"Nominations and acceptances must be received by the General Secretary-Treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election of the Executive Council of this Association for 1950-51, and acceptances of nominations, must be received at Head Office, **on or before February 13, 1950.**

A general meeting of the local, or the executive council thereof, by resolution in meeting assembled, must make formal nomination or nominations and transmit to Head Office the nomination, in the form prescribed by the Executive, **together with the acceptance of the candidate or candidates.** Any sublocal, through its own council, may suggest to the executive council of its local the name of any proposed candidate for election as president, vice-president, and district representative.

### Eligibility of Members to Vote

*By-law No. 36 states:*

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots, shall be entitled to vote in the election of the Executive Council."

### Eligibility of Members for Election to Executive Council

*By-law No. 33 states:*

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he (a) is a member in good standing, and (b) is entitled to vote in the election of the Executive Council, and (c) has for not less than four (4) consecutive

years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation; provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

*By-law No. 39 states:*

"In order to be eligible for election as a candidate for the office of president the candidate shall have served previously as a member of the Executive Council."

Nominees for election to the office of **president** may be selected from the province at large.

Nominees for election to the office of **vice-president** may be selected from the province at large.

Each nominee for election to the office of **district representative** must be teaching in his own Geographic District at the time of his nomination.

*By-law No. 40 states:*

"To be eligible for nomination as a candidate for the office of president the proposed nominee shall have served previously as a member of the Executive Council."

### Geographic Districts

#### *Northwestern Alberta Constituency*

—All schools situated within the area covered by the following school divisions: East Smoky, Fairview, Fort Vermilion, Grande Prairie, High Prairie, Peace River, Spirit River, and the area from Slave Lake East to the boundary of Athabasca Division.

#### *Northeastern Alberta Constituency*

—All schools situated within the area covered by the following school divisions: Athabasca, Bonnyville, Lac

# Resolutions to the Annual General Meeting, Alberta Teachers' Association, 1950

Resolutions for consideration by the Annual General Meeting shall be submitted:

1. By authority of a general meeting of a local association,

2. By authority of a resolution passed by the executive council of a local association.

A certificated sublocal may pass a resolution and forward it to the executive council of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

After the meeting of the Resolu-

tions Committee, the resolutions are printed and sent out to all accredited locals. Arrangements should be made for each local or its executive council to meet between receipt of **The A.T.A. Magazine for March, which will be mailed on or about March 15, and the Annual General Meeting** in order that the resolutions may be discussed.

Resolutions shall be forwarded to the Head Office in the form prescribed and shall be verified by a Statutory Declaration and **must be received not later than February 10, 1950.**

---

La Biche, Lamont, Smoky Lake, St. Paul, Two Hills, and all territory outside the boundaries of any school division north to the North Saskatchewan River, east of the fifth meridian.

*Edmonton District Constituency*—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Sturgeon, Thorhild, and Westlock (north to the boundary of the Athabasca School Division).

*Central Western Alberta Constituency*—All schools situated within the area covered by the following school divisions: Lacombe, Olds, Ponoka, Red Deer, Rocky Mountain and West-Brazeau Line, Stettler, Strawberry, and Wetaskiwin.

*Central Eastern Alberta Constituency*—All schools situated within the

area covered by the following school divisions: Camrose, Castor, Holden, Killam, Neutral Hills, Provost, Vegreville, Vermilion, and Wainwright.

*Calgary District Constituency*—All schools situated within the City of Calgary and the area covered by the following school divisions: Bow Valley, Calgary (and West Canmore-Banff Line), Drumheller, Foothills, Red Deer Valley, and Wheatlands.

*Southwestern Alberta Constituency*—All schools situated within the City of Lethbridge, and within the boundaries of the following school divisions: Lethbridge, Macleod, Pincher Creek, St. Mary's River, and Taber.

*Southeastern Alberta Constituency*—All schools situated within the City of Medicine Hat, and within the boundaries of the following school divisions: Acadia, Berry Creek, E.I.D., Foremost, Medicine Hat, and Sullivan Lake.

# Using Projected Materials in the Classroom

D. S. HAMILTON

Supervisor of Audio-Visual Aids  
Department of Education, Edmonton

As explained in our first article, we were discussing seven points: (1) analysis of the film, (2) evaluation, (3) pupil preparation and motivation, (4) methods of projection, (5) film showings and the inductive method, (6) checking information, (7) integrating with other instructional materials. The first article dealt with the first four points. We begin this one by turning to point number five.

## 5. *Film Showings and the Inductive Method:*

Motion picture films like other visual materials, it is said, provide sensory experience. That is true; at the same time, it should be remembered that the sound track and the projected commentary still provide instruction which is verbal, and the diagrams and some of the animations, if there are diagrams and animations in the film, are still generalizations although presented graphically and in motion. The field trip often provides much more objective sensory experience than the motion picture film.

With some films we are probably not too much concerned with a strict or deliberate attempt to use the inductive method. We would not worry about the inductive method, for example, when showing *The Adventures of Bunny Rabbit* to the little people, or that most dramatic, gripping story, *Les Miserables*, to high school students. Nor would we concern ourselves with the inductive method with geographical films like *Asphalt Lake*, or industrial ones like *Making Shoes*, or with historical accounts like *The Story of Dr. Jenner* or *Mediaeval Monastery*.

With two types of film, however, and perhaps others, close attention

**Part I of Mr. Hamilton's article on Audio-Visual Aids appeared in our December issue, beginning page 39.**

needs to be paid to the inductive method.

1. Underlying, as it does, the philosophy of the teaching of science, the inductive method will need to be used with instructional science films. The film *What is Science* (T-454) is a good exposition of how inductive reasoning is used by two thirteen or fourteen year old children as they meet some simple physical problems from their everyday environment.

2. A second case in which the inductive approach will need to be used is with the promotion or documentary type of film. In some motion picture films the scenes have been marshalled (and the commentary designed) wholly in order to establish or support certain conclusions. A good example of this is *The River* or *Tennessee Valley*. Both of these films have been produced in order to "sell" the Tennessee Valley and, incidentally, other reclamation projects. The point is not whether such "selling" is warranted or not. The point is that the students have no grounds upon which to draw the conclusion that it is. And the film will give them only the evidence which will support the conclusions it is engaged in "selling."

Inductive thinking, if it is begun in a case like this, will start with an analysis of the material presented into premises, evidence, conclusions, and a careful examination of each. In many cases the teacher, if he is honest, will admit that this is too

*(Continued on Page 50)*





# Official Bulletin, Department of Education

No. 127

## Northwest Passage

*Northwest Passage:* The famous voyage of the Royal Canadian Mounted Police Schooner, "St. Roch," a booklet of 50 pages, is now available at the School Book Branch. This true story of the first vessel ever to pass from the Pacific to the Atlantic around the north of America—from Vancouver to Halifax and back—not only describes another daring exploit of the Mounties but also pictures life in the remote northern wastes of Canada.

The booklet is being sold at a price to cover costs only (35 cents) in accordance with the wish of the publisher, the City Archivist of Vancouver, and is being handled by the School Book Branch as a service to the teachers of Alberta.

## Audio-Visual Notes

A list of the *Filmstrips Suggested for Purchase* may now be obtained by writing to the Audio-Visual Aids Branch. This is a list which has been

prepared from the filmstrips which have actually been placed in the libraries of school units in Alberta.

The purpose of this list is to supply suggestions to other school units—individual schools, sublocals or groups of schools or school divisions—which wish to begin building up a filmstrip library. Each item listed as being in the above local libraries has been examined and the most suitable selected to appear in this *Suggested for Purchase* list.

Also included are a number of the more recently produced filmstrips and sets of filmstrips which it is felt can be recommended for consideration.

May we draw attention again to the fact that the department is wholly in favor of school units setting up filmstrip libraries. The Audio-Visual Aids Branch filmstrip library will function as a preview and supplementary library rather than one which will try to supply all the demands which could be made upon it.

## Greatest Mistake: Missing Education

Life's greatest mistake, according to a recent Gallup Poll, is not getting enough education. Pollers found that more men and women listed that omission than any other, as being responsible for their hardships.

Second place for men was "wrong choice of career," while women noted "mistakes relating to marriage." Other answers that ranked high were failure to seize opportunities; business errors; and, personality problems. Seven percent of the men and 10 percent of the women polled felt that they had made no great mistakes in their lifetimes.—NEA News.

# Summary of Analyses of Divisional Salary Schedules in Alberta, 1949-50

## I.

(a) Minimum salaries in different classifications for 18 divisions with positional salary schedules.

Annual Salaries	Number of Divisions	
	H.S. & Prin. 4-rooms	Elem. Int. Degree with 1 Degree
1350	1	1
1400		
1450		
1500	15	4
1550	1	1
1600		7
1650		2
1700	1	3
1750		
1800		1
1850		
1900		
1950		
2000		
2050		
2100		
2150		
2200		1
2250		2
2300		3
2350		3
2400		2
2450		3
2500		3
2550		1
2600		3
2650	1	4
2700		2
2750		
2800		2
2850		
2900		
3000		
3050		1

## II.

(a) Maximum salaries in different

## I.

(b) Minimum salaries in different classifications for 39 divisions with single salary schedules.

Annual Salaries	Number of Divisions					
	Years of Training					
	1	2	3	4	5	6
1400	1					
1450						
1500	25					
1550	6					
1600	7	2				
1650						
1700		6				
1750		10				
1800		17	1			
1850		4				
1900			4			
1950			4			
2000			12	1		
2050			1	1		
2100			16	1		
2150			1			
2200				10	1	
2250				3		
2300				2	1	
2350				2	2	
2400				11	6	
2450				1	2	
2500					4	1
2550					5	1
2600					1	3
2650						
2700					2	2

## II.

(b) Maximum salaries in different classifications for 39 divisions with single salary schedules.

Annual Salaries	Number of Divisions					
	Years of Training					
	1	2	3	4	5	6
2100	1					
2150	2					
2200	6					
2250	5					
2300	12					

classifications for 18 divisions with  
positional salary schedules.

Annual Number of Divisions  
Salaries H.S. & Prin. 4-rooms  
Elem. Int. Degree with 1 Degree

2200	1		
2250	2	1	
2300	7	4	
2350	1	2	
2400	4	2	
2450		1	
2500	3	4	
2550			
2600		3	
2650		1	
2700			
2750			
2800			
2850			
2900			
2950			
3000			
3050			
3100			
3150			
3200			
3250			
3300			
3350			
3400			
3450			
3500			
3550			
3600			
3650			
3700			
3750			
3800			
3850			

2350	5	2		
2400	5			
2450		1		
2500	3	7		
2550		11		
2600		9	1	
2650		4		
2700		5	2	
2750			2	
2800			8	
2850			5	1
2900			12	1
2950			3	
3000			5	
3050				2
3100			8	1
3150			1	4
3200				5
3250				2
3300			13	4
3350				2
3400				3
3450				2
3500				1
3550			1	2
3600				4
3650				1
3700				
3750				1
3800				1
3850				1
3900				2
3950				2
4000				
4050				1

### III.

Total amount of increments.

Total in Increments	Number of Divisions
600	1
650	
700	9
750	12
800	22
850	1
900	7
950	
1000	5

### IV.

Number of annual increments of  
different amounts.

Amount of Annual Increments	Number of Increments
50	15
75	7
90	40
100	373
110	5
120	8
125	8
150	4
200	1

**Note:** Eleven schedules provide total in increments that increase as each year of training is completed, and five schedules provide total in increments as 50% of basic salary. As a result, the total in increments range from \$650 to \$1,375 depending on number of years of training. In this table, the total in increments apply to one year of training.

# V.

(a) Allowance for university degree for 18 divisions with positional salary schedules.

Amount Per Annum	Bachelor's Degree	Second Degree
0		6
50		1
75		
100		1
150		
200		6
250		3
300		1
350	1	
400	1	
450	1	
500	8	
550	1	
600	3	
650		
700	3	

# VI.

Allowance for Partial Degree  
Number of Divisions

No Allowance	0
Allowance per year	7
Allowance per course	24
Allowance per course or per year	26

# VII.

Allowance for previous experience.  
Number of Divisions

Full allowance	43
Partial allowance	14

# V.

(b) Allowance for university degree for 39 divisions with single salary schedules.

Amount Per Annum	Bachelor's Degree	Second Degree
0	2	15
50		
100		2
150		2
200		12
250		
300		4
350		
400		1
450		
500		3
550		
600	4	
650	1	
700	12	
750	3	
800	3	
850	3	
900	11	

# VIII.

Allowance in principal's salary for supervision and administration of a 4-room school.

Amount per annum	No. of Divisions
100	2
150	5
200	10
225	12
250	3
300	13
350	1
400	8
450	1

# IX.

Total salaries for six-years' service for teachers of one-room schools, elementary grades, and one year of training.

Total Salary	No. of Divisions
9,600	1
700	
800	

900	1	200	2
10,000		300	
100		400	
200	1	500	2
300		600	
400	3	700	
500	33	800	
600		900	
700	1	26,000	
800	4	100	
900	5	200	1
11,000	1	300	
100	4	400	1
200			
300			
400			
500			
600			
700	1		
800	1		

# X.

Total salary for 12-years' service for teachers of one-room schools, elementary grades, and one year of training.

Total Salary	No. of Divisions
22,700	1
800	
900	
23,000	
100	2
200	
300	
400	
500	
600	7
700	
800	5
900	4
24,000	15
100	1
200	2
300	1
400	3
500	3
600	3
700	
800	2
900	
25,000	
100	

# XI.

Total salary for six-years' service for teachers with one degree, and in the case of positional schedules, for high school grades.

Total Salary	No. of Divisions
13,500	2
600	
700	
800	
900	
14,000	
100	3
200	
300	
400	
500	
600	
700	8
800	
900	2
15,000	3
100	2
200	1
300	8
400	
500	1
600	4
700	1
800	
900	14
16,000	1
100	
200	3
300	
400	
500	3
600	
700	



800		500	
900		600	
17,000		700	1
100		800	1
200		900	2
300		33,000	8
400	1	100	

## XII.

Total salary for 12-years' service for teachers with one degree, and in the case of positional schedules, for high school grades.

Total Salary	No. of Divisions		
29,600	1	400	1
.....		500	1
30,300	1	600	4
400		700	1
500		800	1
600		900	3
700		34,000	1
800	1	100	2
900		200	1
31,000		300	
100		400	2
200		500	
300	1	600	1
400		700	1
500		800	3
600		900	
700		35,000	1
800	1	100	6
900		200	
32,000		300	2
100	1	400	1
200		500	
300		600	2
400	1	700	
		800	
		900	1
		36,000	2
		.....	
		37,800	1

Highest minimum salary in positional schedules for one-room schools, elementary grades, and one year of training .....	\$1700	Coal Branch
Highest maximum salary in positional schedules for one-room schools, elementary grades, and one year of training .....	2500	Coal Branch, Killam, Lamont
Highest minimum salary in positional schedules for intermediate grades .....	1800	Coal Branch
Highest maximum salary in positional schedules for intermediate grades .....	2650	Killam
Highest minimum salary in positional schedules for high school grades and one degree .....	2650	Coal Branch
Highest maximum salary in positional schedules for high school grades and one degree .....	3450	Coal Branch, Sturgeon

Highest minimum salary in positional schedules for principal of a 4-room school, and with one degree .....	3050	Coal Branch
Highest maximum salary in positional schedules for principal of a 4-room school, and with one degree .....	3850	Coal Branch
Highest minimum salary in single schedules for one year of training .....	1600	Acadia, Drumheller, Medicine Hat, Red Deer Comp. H.S., Red Deer Valley, Stettler
Highest maximum salary in single schedules for one year of training .....	2500	Acadia, Calgary, Vermilion
Highest minimum salary in single schedules for two years of training .....	1850	Drumheller, Red Deer Valley, Stettler, Sullivan Lake
Highest maximum salary in single schedules for two years of training .....	2700	Acadia, E.I.D., Red Deer Comp. H.S., Spirit River, Vermilion
Highest minimum salary in single schedules for three years of training .....	2150	Sullivan Lake
Highest maximum salary in single schedules for three years of training .....	3150	E.I.D.
Highest minimum salary in single schedules for four years of training .....	2450	Sullivan Lake
Highest maximum salary in single schedules for four years of training .....	3525	E.I.D.
Highest minimum salary in single schedules for five years of training .....	2700	Ponoka, Rocky Mt.
Highest maximum salary in single schedules for five years of training .....	3825	E.I.D.
Highest minimum salary in single schedules for six years of training .....	2700	Lethbridge
Highest maximum salary in single schedules for six years of training .....	4050	Lethbridge
Greatest amount in total increments .....	1375	E.I.D.
Greatest annual increment .....	200	Taber
Greatest amount for bachelor's degree in positional schedules .....	700	Clover Bar, Coal Branch, Foothills
Greatest amount for second degree in positional schedules .....	300	Lac Ste. Anne
Greatest amount for bachelor's degree in single schedules .....	1275	E.I.D.
Greatest amount for second degree in single schedules .....	750	Foremost, Lethbridge
Greatest allowance for supervision of a 4-room school .....	450	Calgary

Greatest total salary for six-years' service for one-room schools, elementary grades, and one year of training .....	11,760	Stettler
Greatest total salary for 12-years' service for one-room schools, elementary grades, and one year of training .....	26,400	Coal Branch
Greatest total salary for six-years' service for one degree, and in the case of positional schedules, for high school grades .....	17,400	Coal Branch
Greatest total salary for 12-years' service for one degree, and in the case of positional schedules, for high school grades .....	37,800	Coal Branch

## Using Projected Materials in the Classroom

(Continued from Page 42)

big a job for himself in the time and with the resources at his disposal. It would hardly be fair, then, to use the film to instruct pupils in school. Quoting from the text, *Visualizing the Curriculum* by Hoban, Hoban, and Zisman, "If the teacher merely uses the film as a device to fasten on pupils a generalization which they have not drawn out of their own experience, she is defeating the purpose of concrete materials."

Some films in the Audio-Visual Aids Branch library (e.g. *Capitalism, Democracy, Public Opinion*) and parts of many others (e.g. *Petroleum and Its Products* touches on Darwin's theory incidentally) will require this type of searching examination.

### 6. Checking Pupil Observation:

Not all pupils will see in a film everything that is important for them to see. The experience derived from seeing a film must be checked by the teacher. It will be found that in some cases erroneous notions develop; in others important points completely escape observation. This checking may be done either by testing or by discussion. Upon the re-

sults of this checking will the number of future projections and type of instruction be determined.

### 7. Integration With Other Materials:

Films should not be used in isolation. They should be integrated with other curriculum materials, with reading assignments, with slides, with field trips, and with whatever learning experiences can be used. One effective method of using a film is to have it preceded by filmstrip or by slide study. In this way, the situations not involving action but internal relationships can be studied in detail by pupils, and the experience of continuity, unity, and activity can be better appreciated in the film. Some filmstrips have been made to correlate with films and may also be used for purposes of review.

In conclusion it may be stated that a large part of the teacher's job is to present information and ideas which depict reality. In some instances (but not by any means in all), how much more effectively might this be done by bringing pictures to the screen of what has been seen happening (in motion) by other well-equipped, highly trained, or more widely travelled eyes.

# Letters . . . .

---

Ottawa, Canada,  
December 15, 1949.

To the Editor:

Some time ago the National Film Board of Canada sent out to teachers in every province a questionnaire enquiring into their needs in visual aids: which topics did they feel could be better taught with suitable visual material? and which medium did they prefer for each—film, filmstrip, slides, sets of pictures, or wallcharts? Several hundred replies have now come in and have been carefully checked and tabulated; and the Board would like to express through your columns its real gratitude to the teachers who completed them.

As was to be expected, the enquiry has revealed both a wide range of needs, and a striking agreement on certain of them. Clearly, a great demand exists for specifically Canadian material in many subject areas; the topography and natural resources of Canada, her history and government, her industries and cultural activities, her mild life, trees, and native flowers. The enquiry has also shown the need for visual media requiring no projection equipment, especially for rural schools and for certain types of subject.

We should like to add a special word of thanks to those teachers who went beyond the formal questionnaire to tell us their views on the form, content, and effectiveness of visual media, and to make specific suggestions about topics and treatment. We are always very glad to receive comments and suggestions from teachers and to give them sympathetic consideration.

Yours sincerely,  
ROSS McLEAN.  
National Film Board.

209 Alberta Jasper Bldg.,  
Edmonton, Alta.,  
December 17, 1949.

To the Editor.

Through the columns of your magazine we wish to inform the school teachers of Alberta of the work of The John Howard Society.

A number of socially-minded citizens throughout the province, seeing the need for an organization to assist in the rehabilitation of prisoners discharged from our jails and penitentiaries, founded the society in April, 1948. In the larger cities and towns, the society has been functioning for some time, and we have been able to do much to assist discharged offenders to live law-abiding lives. There is no organization as yet in many of the smaller places, but individuals have done their part to assist in the work. We feel the need of an increased membership with active local organizations to support the work and make the services available to the men and their parents and relatives throughout the province.

We hope to enlist the support of all leaders in the community to further the work of penal reform, to improve conditions in the institutions so that they may become training schools to re-educate the offenders. We realize the important place of the teachers in the community and hope that many teachers will be interested in joining with us to advance this work.

Further information may be received by writing to the Executive Secretary.

Yours truly,  
WALTER W. BLACKBURN,  
Executive Secretary.  
The John Howard Society

# Financial Statement

SUMMER SCHOOL STUDENTS' UNION

UNIVERSITY OF ALBERTA

## STATEMENT OF REVENUE AND EXPENDITURE

For the Year Ended October 31, 1949

### Statement "A"

#### Revenue—

Fees—building fund, see contra .....	\$2,168.48
—general .....	1,445.65
Evergreen and Gold .....	891.38
Ticket sales—dances .....	382.95
—swimming .....	28.00
Bond interest, net .....	3.12
	<u>\$4,919.58</u>

#### Expenditure—

##### Athletics

Badminton .....	\$ 5.00	
Bowling .....	29.85	
Fastball .....	3.00	
Golf .....	1.20	
Swimming .....	35.00	
General .....	37.74	\$ 111.79

##### Entertainment

Dances .....	\$ 509.75	
Teas .....	136.90	\$ 646.65

##### Students' Union Building Fund,

see contra ..... \$2,168.48

##### Administrative and Sundry

Evergreen and Gold .....	\$1,280.00	
General expense .....	235.12	
Honoraria .....	150.00	
Bulletin expense, net .....	88.41	
Students' housing services, net .....	55.00	
Administrative salaries .....	55.00	
Depreciation on equipment .....	29.63	\$1,893.16

\$4,820.08

#### Excess of Revenue over Expenditure

for the year ..... \$ 99.50

### Balance Sheet as at October 31, 1949

#### Statement "B"

##### Assets

##### Current:

Cash on deposit with the University of Alberta	\$1,100.38	
Accounts receivable .....	88.40	\$1,188.78

##### Fixed:

Office equipment .....	\$ 46.25	
Sports equipment .....	125.00	
	<u>\$ 171.25</u>	
Less reserve for depreciation .....	29.63	141.62
		<u>\$1,330.40</u>



## Liabilities

### Current:

Accounts payable .....	\$ 25.00
------------------------	----------

### Surplus:

Balance as at October 31, 1948 .....	\$1,950.04
Deduct: Donations to Students' Union	
Building Fund .....	845.94
	\$1,104.10
Add: Prior year adjustments re Bulletin .....	101.80
Excess of receipts over disbursements	
for the 1949 session .....	99.50
	1,305.40
	\$1,330.40

EDMONTON, Alberta, December 5, 1949.

I have examined the accounts of the Summer School Students' Union for the year ended October 31, 1949, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Summer School Students' Union as at October 31, 1949, according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the result of operations for the year ended at that date.

M. A. ROUSELL,  
Chartered Accountant, Auditor.

## Accommodation for Summer School Students

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## Important Books for Teachers

### ART AND CRAFTS IN OUR SCHOOLS

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## Personal

**Harry D. Ainlay**, Mayor of Edmonton for the last four years, has retired and is living at the Coast. Harry Ainlay is a past president of the Alberta Teachers' Association and taught school in Edmonton for over 30 years. He is acclaimed "the best mayor Edmonton ever had." His new address is R.R. 1, Hammond, B.C.

The new school at Smoky Lake is called the **Harry Kostash School**, named after the superintendent of the Smoky Lake School Division.

**Fred Hannochko**, superintendent of Two Hills School Division, was presented with an easy chair by the Two Hills Local Association of the Alberta Teachers' Association.

**Duncan Innes** of Edmonton and **Paul Brecken** of Calgary were runners-up in mayoralty contests in their respective cities.

**Harold Tanner**, principal of the University High School, Edmonton, was elected to the city council.

**P. N. R. Morrison** of Calgary is on the city council and represented the mayor at the football game in Toronto last November.

**Reg Turner** and **E. S. Vaselenak**, Lethbridge, are members of the city council.

**Mel Edwardh**, principal of Granum in the Macleod Division, was appointed superintendent of schools for the Foremost School Division.

**Delmer T. Oviatt**, supervisor, Teachers' Bureau, Department of Education, has left Alberta and taken a position on the staff of the University of Washington at Pullman, Washington.

# News from Our Locals . . . .

## ALIX-MIRROR

At the reorganization meeting of the sublocal many interesting suggestions were offered the program committee and plans were made for a series of worthwhile meetings. Regular meetings will be held the second Tuesday of each month.

Officers elected were president, E. Kelly; vice-president, H. C. Brooks; secretary-treasurer, Betty Thompson; councillor, H. C. Brooks (alternate, G. Gilbert); program committee, Audrey Weldon, Mrs. B. Parby; press correspondent, Mrs. E. S. Clark.

## ANDREW

### Tomyn Talks on English

M. Tomyn was guest speaker at the second meeting of the sublocal on November 25. His topic "The English Composition," which contained many interesting examples, dealt mainly with the motivation of pupils in the writing of compositions in the high school.

A card game followed the business meeting.

## ARDMORE-FORT KENT

### Physics I Discussed

S. J. Skuba, new vice-president of the Ardmore-Fort Kent Sublocal, led a discussion on physics 1 with the high school teachers while K. Meda gave the primary teachers information on enterprise.

It was agreed that the next meeting would be held at Fort Kent School on January 21, 1950.

1949-50 officers are R. J. Morin, president; S. J. Skuba, vice-president; Mrs. L. V. Lemaire, secretary-treasurer; Steve Korchinsky, press correspondent.

## ATHABASCA

### Facey, Guest Speaker

The second meeting of the sublocal was held November 26 with

F. B. Facey, superintendent of Athabasca School Division, as guest speaker. His talk was on qualities of teachers.

It was decided to make a study of Bulletin No. 1, *Foundations of Education*.

Regular meetings will be held on the first Saturday of each month.

## BEAVERLODGE-HALCOURT

### Old School Now Museum

The sublocal met at the home of John McNaught on December 5. There was a very good attendance of teachers for the meeting, and a few visitors joined in the social hour following. Of added interest were the paintings by Miss E. McNaught, and the building in which the meeting was held—the old log Appleton School, which had been moved and done over, and is now used as a studio.

## BENALTO

### Meet New Travelling Teacher

The Benalto Sublocal swung into action this fall as a separate unit, following a reorganization in which the former Benalto-Eckville combination was disbanded.

In order to overcome transportation problems it has been proposed that the meetings rotate among the different schools.

At the November meeting in Benalto, our new travelling teacher, H. McCall, was introduced. A discussion period on school management and the new Elementary Bulletin II followed.

The new officers are president, E. Farris; vice-president, Mrs. L. Holsworth; secretary-treasurer, Queenie Ford; councillor, P. Smith; press correspondent, Mrs. A. Sterling.

## MOUNT RUNDLE

The business meeting consisted

mainly of voting on the proposed amendments to the Bylaws of the Association.

Officers elected in October include R. G. Roberts, president; first vice-president, J. A. Davidson; second vice-president, C. Bradwell; secretary-treasurer, Eunice McPherson; councillors, G. Desson, R. A. Roberts; convention representative, W. A. Alexander.

Fourteen members were present at the local meeting held in Canmore on November 16.

## **CAMROSE**

### **Sophie Schab on Municipal Council**

The Camrose Sublocal met November 5 in the York Cafe Banquet Room. Twenty-five members present elected the following executive: L. F. Sills, president; B. Lomnes, vice-president; M. McDonnell, secretary-treasurer; M. Jones, press reporter.

Program for the year will be planned by geographical groups of the sublocal. There was a discussion on the possibility of sponsoring a sublocal delegate to the Banff Workshop.

Sophie Schab was congratulated on her election as secretary-treasurer (acting) of the Municipal Council at Bittern Lake.

## **CHAMPION**

### **100% for Raising Fees**

The members of the Champion Sublocal who met on November 15 recorded a unanimous vote for raising Alberta Teachers' Association fees.

Harold Gilbert suggested that, if a long-range program were to be drawn up, Marguerite Esplen be asked to speak sometime before Easter, and the trustees of the School Board be asked to speak on definite topics in the new year.

It was suggested that a letter be sent to W. S. Korek requesting the use of school time for sublocal meetings.

## **CLOVER BAR**

### **Christmas Bowling Party**

A Christmas party was held by the teachers of the Clover Bar Sublocal on December 10. The teachers with their friends met at the Scona Bowling Alley, and later gathered at the home of Mr. and Mrs. Hough for a social hour and lunch.

Plans were made for a meeting in January to be addressed by Dr. Siemens and for a short business meeting to discuss the festival. All sublocal teachers are cordially invited.

## **COLINTON**

### **Officers Chosen**

Officers elected at the November fifth meeting of the sublocal were A. J. Wilkie, president; C. Kachuk, vice-president; Laura Scott, secretary; Mrs. E. Day, public relations convener.

Business at the meeting included discussion of school problems, such as methods of providing hot lunches. Plans were made for the spring school festival.

The projector funds were to be disbursed to those schools which contributed to the fund. Experience proved that the projector failed to circulate.

## **CORONATION**

### **Insurance Scheme Considered**

Ten teachers present at the sublocal meeting elected C. Mills, president; Margaret McKay, vice-president; Edna McKenzie, secretary; R. Evernden, councillor; M. R. Butterfield, salary negotiating committee.

Discussion of musical festival competition and of insurance schemes was followed by an enjoyable film *The Song of the Ski*.

## **DRUMHELLER**

### **Hold Two Active Meetings**

The October business meeting was highlighted by a lively discussion of local and sublocal relationships, the

proposed Supplementary Pension Fund and Teachers' Benevolent Fund, and the proposed increase in Alberta Teachers' Association fees. It was followed by a program arranged by Mrs. Young and presented by the East Coulee students.

At the November sixteenth meeting, councillors to the local executive, W. Eno, P. Sawchuk, and Mildred Branum, were elected. A discussion of the convention followed and these motions were presented and passed:

1. That the business meeting of the local start at 1:00 p.m. instead of at 2:00 p.m., or be held in the morning starting at 9:00 a.m.

2. That the committee charge registration fee only, and let each person determine, and pay, for any entertainment he or she may wish.

Suggestions re a banquet in the new year were entertained. Following this was a program presented by the high school students and Mrs. A. Webster, arranged by Mrs. M. L. Legate.

### EAST SMOKY

Officers elected for the year are president, Edith Pryke; vice-president, Mrs. Hazel Coogan; secretary-treasurer and press reporter, Mrs. Velva McArthur; councillor, Mrs. Lucy Lundblad.

At the last meeting an interesting discussion took place regarding the value of films sent out by the Audio-Visual Aids Department.

### EDGERTON

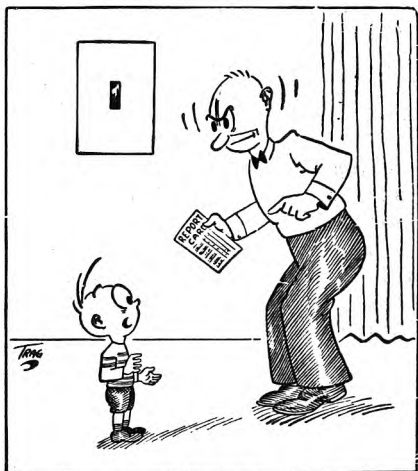
#### Reports on Regional Meeting

At the December third meeting of the local, G. Welsh gave an interesting and informative report on the regional meeting attended by the representatives of several adjoining school divisions. This meeting was held at Hardisty, November 19, 1949. Representatives G. Welsh and John Woloshyn, councillor, were present. Matters relating to salary schedules, the school grants, and the question

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"But Dad . . . it's not mine . . . it's one of yours I found in the attic!"



of the certification of teachers were discussed.

A discussion on the Home and School Association was led by Mrs. Reishus, with valuable contributions provided by Mrs. McLean and Ernie Carter. It was decided to approach the parents of Edgerton and district, regarding their views on the formation of a parent-teacher organization. tion.

## **EDMONTON SEPARATE**

### **Hear Talk by O'Brien**

In a recent meeting of the Edmonton Separate School Local, a talk by Superintendent A. A. O'Brien was given to the teachers. In it, he stressed the importance of bringing new ideas and viewpoints into classroom procedure, and outlined briefly the work of the Curriculum Advisory Committee and its suggestions for improving the present course of studies.

A welcome was extended to Miss O'Kane, an exchange teacher from Scotland.

## **EUS, CALGARY**

### **Casey Speaks to Students**

"The success of our educational system depends on the success of the teacher," stated Ivan Casey, Minister of Education for Alberta, in his address to the student body assembly December 9. With this thought, "the school must specialize in humanity," Mr. Casey challenged each teacher-in-the-pupil stage by saying, "If you can't boost the profession, don't knock it."

Calgary's Year Book, *Evergreen and Gold*, is in the making with editor-in-chief Janet Tebo directing the work.

The Choral Club is now working on the operetta *HMS Pinafore* which

will be ready for presentation some time in March.

## **EUS, EDMONTON**

Fred Wournell presided at the first general meeting of the Education Undergraduate Society held on December 8. Other members of the executive present were Jack Calkins, Phyllis Young, Ruth Hulland, Mae Empey, Ted Kemp, Harold Sharlow, Bob Smith, Bob Smith, treasurer, presented the budget for the 1949-50 term. Ted Kemp, education representative on council, presented a report on Student Union proceedings. Harold Sharlow, professional representative, brought forth some proposals and suggestions for the forthcoming Western Canada Student-Teachers' Conference to be held in Saskatoon in the new year.

## **EVANSBURG-WILDWOOD**

After the business meeting on November 19, a question box was opened. A very instructive and interesting discussion of the various problems was carried on by the members.

## **FAIRVIEW**

On December 10 the reorganization meeting was held at the home of Mr. and Mrs. E. E. Oliver. The main purpose of the meeting was the election of following executive for the coming year: President, E. E. Oliver; vice-president, B. Roe; secretary-treasurer, M. Kuefler; and press correspondent, R. T. Lyons. A schedule for meetings to be held during the coming year was drawn up.

## **GRANDE PRAIRIE**

### **Form Educational Council**

During the Grande Prairie Local convention held in Beaverlodge, the Grande Prairie Inspectoral Educa-

A woman was mailing the old family Bible to her brother in a distant city. The postal clerk examined the heavy package carefully and inquired if it contained anything breakable.

"Nothing but the Ten Commandments," was the quick reply.

tional Council was formed to enable those interested in education to meet regularly to discuss problems that are common to all schools in our vicinity. Membership is opened to anyone who wishes to give his time and his thought to matters that will help to raise the standard of the work being done by the pupils frequenting these schools.

At the meeting of the executive held in November a public relations committee was formed. The members are Harold McNeil, president of the local, Mrs. Mary Gray, and Grace Wishart. The committee intends to keep before the public, through the newspapers and the radio, the work being done by teachers.

#### **Sublocal Meeting**

After a short December business meeting, the staff of the Junior High School entertained the teachers with Christmas Carols and Stories. A lunch by candlelight made the Christmas feeling very real.

### **INNISFAIL**

The sublocal held its first meeting of the school year on December 3. The officers elected were G. D. O. Carr, president; A. Hoyne, vice-president; G. A. Braham, secretary-treasurer.

The group also discussed plans for future meetings and suggested topics that would be of interest to the teachers of the sublocal.

### **INNISFAIL WEST**

#### **Exchange Ideas**

There were eight teachers in attendance at the December seventh meeting of the sublocal. Plans were laid for future discussions on enterprise work, exchange of seatwork ideas, and work for the more advanced type of pupil.

It was suggested that each teacher bring to the next meeting a set of seatwork ideas and a list of attainments desired at the end of each grade and division.

### **INNISFREE-RANFURLY**

The following officers were elected at the first meeting of the sublocal: Nick Hrynyk, president; George Kravetz, vice-president; Harry Chomick, secretary-treasurer; Art Adams, councillor; and Katherine Federation, press correspondent.

Regular meetings of this branch will be held alternately at Innisfree and Ranfurly throughout the year.

### **LACOMBE**

E. Read, H. C. Brooks, E. Kelly, and S. A. Green were nominated as representatives to the Easter Convention at the November meeting of the Lacombe Local.

The formulation of a decisive program of action to raise educational standards and teacher training with the division were discussed.

It was urged that there should be greater publicity for education and schools within every community through local papers and the radio. Pictures publicizing school activities are to feature largely in the publicity campaign.

School board and salary negotiating committee relationships were discussed, as well as ways and means for establishing a better understanding through closer cooperation on matters other than salary.

The organization of sports activities on a divisional basis was unanimously supported.

### **LEGAL-VIMY**

The October meeting was held at Vimy. Main topic of interest was standardized tests. It was felt by all members present that there was a definite need for standardized testing in both elementary and intermediate grades.

Officers elected in September were president, Daniel Lefebvre; vice-president, Sister Marguerite Cote; secretary, Lionel Page; councillor, Jeannette Provost; press correspondent, Germaine Houle.

## MARWAYNE-STREAMSTOWN

Everyone was pleased to note the increased attendance there has been at both the October and November meetings this year. In November the electoral ballots were discussed and voted upon.

G. Metcalfe heads this year's executive with Maida Wilson, vice-president; L. Russel, secretary-treasurer; J. David, councillor; Muriel Taylor, press correspondent.

## MEDICINE HAT RURAL

### Social Studies Discussed

A discussion on social studies in divisions I and II was carried on by the sublocal teachers present. They exchanged some worthwhile ideas re solving of difficult problems met by the rural teacher.

L. A. Walker, superintendent of schools, will be present at the next meeting.

John Froese was elected president, Emily Checknita, secretary and press correspondent.

## MYRNAM

### General Education Imperative

At an institute meeting of the Myrnam and Derwent Sublocals held at Myrnam, F. Hannochko, superintendent of schools, stressed the need of a general education for every child. A general education, he said, will give the child a better oppor-

tunity in finding his place in the ever-widening growth of industry in this province.

Mr. Hannochko also dealt with the results of the spelling tests which were administered last spring to grades VII and X.

A committee, headed by C. Tymchuk and consisting of T. Lynkowsky, Mrs. M. Lynkowsky, Joe Sosnowsky, and Mrs. M. Demchuk, led a lively discussion on the various phases and problems of reading.

M. Synuiga, chairman of the divisional board, congratulated the teachers on their untiring efforts in their work with the children.

## NEWBROOK

On October 5, the Newbrook Sublocal was reorganized with J. Onyschuk of Darling School as president, Mrs. Blanche K. Nuttycombe, as secretary-treasurer; E. L. Clapperton, councillor; Mrs. Joanne Elashuk, Mrs. Beatrice Grinnell, and Mrs. Lena Onyschuk, social committee.

The membership consists of the teachers from the following school districts, Spruce Canyon, Birchfield, Darling, Balsam Grove, Hollow Lake, Alpen, and Newbrook.

## OKOTOKS

The third meeting of the Okotoks Sublocal was held on November 22 with all teachers present.

Further discussion of The Teach-

No person of intellectual ambition or attainments should feel ashamed to own that he needs three meals a day and a roof over his head. In addition to those, he must have a quantity of expensive things like books, music and leisure; all the more does the man or woman who is to direct this formative influence need these cultural advantages. "A soul," as Bernard Shaw has said, "is an expensive thing to maintain, and it perishes if starved." Let's get the public away from the prevailing style of thinking that those engaged in learning and teaching are the "shabby genteel."

—All the Difference in the World, by Harriet A. Woods,  
Teacher Training Instructor, Clarinda Junior College,  
from Midland Schools.

ers' Retirement Fund took place. Miss McKay moved we send a list of questions to the Retirement Board in an effort to clarify certain clauses. The topics on the electoral ballots were discussed.

Officers elected at the October nineteenth meeting were J. H. Lazelle, president; Mrs. E. Rhine, vice-president; Jean Hanson, secretary-treasurer; M. Quinn, district councillor.

## OLDS

### Cremona Contented

Fourteen teachers attended the meeting of the Olds Local on December 14. A grant of \$12 was made to the Sundre School Fair—one of the very few remaining school fairs.

Cremona Sublocal livened up the proceedings considerably! Through the quiet diplomacy and tact of the chairman, the offending "chip" carried by Cremona was reduced to a mere "splinter."

Hockey, music festivals, and finally salaries were discussed. The salary negotiating committee was authorized to open up negotiations with the divisional board.

Slate of officers for 1950 include president, D. J. W. Oke; secretary-treasurer, H. Stiles; Annie E. Booker, press correspondent; D. J. W. Oke, H. Stiles, Clare Wilson, councillors.

## PROVOST

### Cooperate with HSA

A committee of two teachers was chosen at the November nineteenth meeting to work with a similar committee from the Home and School Association to press for an immunization scheme in this community.

1949-50 officers are president, R. Fraser; S. Gordon, vice-president; Olea Fuglem, secretary-treasurer; K. Riseley, press correspondent.

## RED DEER

### Discuss New Booklet

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ings of the sublocal was held on November 25. Following the business meeting T. A. Bickell, Elsie Thompson, and F. Jacobs gave a very fine review of the booklet, *Bulletin I, Foundation of Education*.

Mr. Bickell dealt with (1) how the general pattern of education is made up in Alberta, (2) tendencies in our school system that need correction, (3) social needs and social structures, (4) tasks of the schools, (5) modern trends.

Miss Thompson dealt with (1) characteristics of a democratic society, (a) a respect for the individual, (b) faith in human intelligence, (c) an appeal to reason, (d) reciprocal responsibilities of every citizen, (e) general welfare ahead of individual welfare, (f) defence of civil liberties of all, (g) optimism for the future.

Mr. Jacobs dealt with the traditional values of a democratic society. The last speaker strenuously disagreed with some of the statements of the Booklet.

## ROCKY MOUNTAIN HOUSE

### McCall Speaks on Enterprise Teaching

At the first institute meeting of this term, Horace McCall spoke on the teaching of the enterprise, as outlined in *Bulletin II*. He also spoke on the use of the library and on the training of pupils to write reports.

In the meeting following, George Taylor, Mrs. McCall, and Gordon Godkin led an interesting discussion on audio-visual aids. Mrs. Weatherill and Mrs. Betker gave reports on the radio program *Through the Magic Door*. This was followed by a discussion.

At the next meeting, Mr. Taylor will lead a discussion on Alberta Teachers' Association business and pensions.

## RUMSEY-ROWLEY-MORRIN

On November 24 the teachers of the sublocal elected the following slate of officers: L. D. Staples, presi-

dent; Mrs. I. Moody, secretary-treasurer; L. R. Tolman, J. Skakun, councillors.

Following the election, a program of discussion periods was arranged for future meetings.

## STETTLER

Jim Briggs gave an interesting report on the Banff Workshop at the first meeting of the sublocal in October, and talked further on the workshop and on public relations at the November meeting. Tentative plans were laid for a public relations program to be carried out this year.

Other items of interest at these two early meetings were the showing of two films, *Learning to Understand Children* and *Broader Concept of Method*, and the discussion of the Alberta Teachers' Association newsletter asking locals to contact MLA's before the government caucus.

## ST. MICHAEL

### Sublocal Is Reorganized

William Dushenski was re-elected president of the sublocal at the reorganization meeting held on November 17. Members of the supporting executive are Jean Tichkowsky, vice-president; Isabelle Raychyba, secretary-treasurer; A. Hushlak, councillor.

Presentation of the financial statement was followed by a discussion of salary schedules and report cards.

## STONY PLAIN

### To Study Methods

The project for the year will be the consideration of the present methods and materials for the teaching of English for elementary, intermediate, and high schools. From this study, it is expected that devices will be suggested for the improvement of methods and techniques. At the next meeting, selected teachers will bring particular problems for discussion.

The following officers, which were



elected at this meeting on November 17, are Glen Carmichael, president; Verna Pohl, vice-president; Fred Eichenlaub, secretary-treasurer; Earl Reynolds, councillor; Mrs. R. W. Wilson, press correspondent.

## **STRATHMORE**

The Kathryn teachers were welcome visitors at the December seventh meeting of the Strathmore Sublocal.

Mr. Crowther gave the Councillor's report. While the teachers generally favored larger fall conventions, they thought that some of the features of the small conventions should be retained.

Mrs. Kenny and John D. Bracco presented a very interesting panel on the subject of guidance. Mr. Bracco spoke of the "Need for Guidance" and Mrs. Kenny of "Social Guidance." Afterwards the panel was opened for discussion and questions.

NOTE: The November sixteenth meeting centered around the revision of the school fair prize list. Mr. Mackenzie announced the names of the winners of pins and shields at the track meet.

## **SUNDRE**

### **Envy Muscle Men**

On December 15 at a well-attended meeting of the sublocal, an interesting evening was spent discussing, with the usual absorbing interest, the relative wage scales of teachers and coal miners (much envy of the bulging-muscle-men being expressed).

Musical festivals were also given a portion of the discussion time, and a hockey schedule was drawn up.

The evening was considered a pleasant and enjoyable diversion from term-ending worry.

## **TABER**

### **Want Broadcasts Extended**

Discussion of electoral ballots introduced at the October convention was the purpose of the meeting of the local held on November 19.

Other major topics discussed in-

cluded the formation of a housing committee and school broadcasts. As the majority of teachers present favored the use of these broadcasts it was decided to request the aid of various organizations in persuading the local radio stations to carry school broadcasts.

## **TOMAHAWK**

The organization meeting of the sublocal was held on November 16. New officers include R. Wadson, president; L. Berger, secretary-treasurer; J. Overbo, councillor. An interesting agenda was planned for January.

## **STURGEON**

### **Carrying Out Fall Program**

The executive of the Sturgeon Local has been active in holding regular monthly meetings in Edmonton, and in arranging quite an extensive program this year. All sublocals—Bon Accord, Gibbons, Legal, Morinville, Namao, and St. Albert—are operating successfully.

The third meeting was held on November 26. Heading the executive is D. Murray, president, with T. Tetreau as secretary-treasurer.

The local has undertaken a testing project for this year. Tests for grades VI and VIII will be drawn by the various sublocals, these to be administered in the spring.

Receiving attention also was the forthcoming musical festival. The committee—J. Provost, A. B. Blair, and M. Kowalski—was instructed to draw up preliminary plans, and report at the next meeting.

The salary negotiating committee was to meet the board that afternoon, and will report on the schedule at the next meeting.

Federal and provincial aid were reviewed.

The executive voted in favor of presenting a gift, as token of appreciation for services rendered, to Mrs. P. Pylypow, the former secretary of the track meet.

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## SWALWELL-ACME-BEISEKER

### Discuss Rental Problem

Twenty-two teachers from the Swalwell-Acme and Beiseker Sublocals met at the Acme School on December 7.

An interesting discussion followed, led by Roland Ward, on rent for teacherages and ways in which rentals might be more evenly balanced.

It was decided that the January meeting would be held in Swalwell.

## VEGREVILLE-LAVOY

The sublocal held a meeting on November 17 with L. J. Maiko presiding.

The topics of discussion were salaries, track meet, and medical services. The following were appointed to the sublocal track meet committee: J. Finlay, G. Strong, Mrs. Reidlinger, Alec Fedoruk, and P. Stuart.

## VERMILION

At a meeting of the Vermilion Sublocal held on October 21 the following officers were elected: C. E. Killeen, president; D. Oldenberg, vice-president; Mrs. L. Eidem, secretary-treasurer; Frank Welsh, councillor to the local; M. F. Smeltzer, Annual General Meeting representative; Patricia Burbidge, press correspondent.

## WASKATENAU

The proposed amendments to the Bylaws of the Association were discussed and voted upon at the second meeting of the sublocal held at the home of Mrs. M. Forbes. R. Elliott presented a report on the meeting held by the Smoky Lake Local.

A much enjoyed group of Christmas Carols was played by E. Tufts.